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Catalogue of the
Montana State Normal
College

1910-1911

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The Bulletin
of the
State Normal College
Dillon, Montana

Catalogue Number

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UNIVERSITY OF ILLINOIS

Published Quarterly

Fourteenth Year
1910-1911

Volume Twelve

Number Four

June, 1911

Calendar for 1911-'12.

1st quarter begins.....	Tuesday, Sept. 12, 1911
Annual "Go".....	Saturday, Sept. 23, 1911
Columbus Day.....	Thursday, Oct. 12, 1911
1st quarter ends.....	Wednesday, Nov. 29, 1911
2nd quarter begins.....	Monday, Dec. 4, 1911
Christmas recess, Wednesday noon, Dec. 20, 1911, to Tuesday evening, Jan. 2, 1912.	
Lincoln's Birthday.....	Monday, Feb. 12, 1912
Washington's Birthday.....	Thursday, Feb. 22, 1912
2nd quarter ends.....	Friday, March 8, 1912
3rd quarter begins.....	Monday, March 11, 1912
Easter Recess.....	April 4-8, 1912
3rd quarter ends.....	Friday, June 7, 1912
4th quarter begins.....	Monday, June 10, 1912
Independence Day.....	Thursday, July 4, 1912
4th quarter ends.....	Friday, Aug. 30, 1912
Sixteenth College year begins.....	Tuesday, Sept. 10, 1912

State Board of Education.

Ex-Officio.

Terms expire January 6, 1913.

His Excellency, the Governor, Hon. Edwin L. Norris, Chairman.

The Attorney General, Hon. Albert J. Galen.

The Superintendent of Public Instruction, Hon. W. E. Harmon,
Secretary.

By Appointment.

Hon. O. W. McConnell, Helena.....	Term expires Feb., 1911
Roy W. Ayres, Lewistown.....	Term expires Feb., 1911
Hon. O. P. Chisholm, Bozeman.....	Term expires Feb., 1912
Supt. S. D. Largent, Great Falls.....	Term expires Feb., 1912
Hon. G. T. Paul, Dillon.....	Term expires Feb., 1913
H. G. Pickett, Helena.....	Term expires Feb., 1913
N. R. Leonard, Butte.....	Term expires Feb., 1914
C. H. Hall, Missoula.....	Term expires Feb., 1914

B. T. Hathaway, Clerk of the Board.

Executive Board of the State Normal College.

H. H. Swain.....	Chairman, ex-officio, and Treasurer
Hon. J. P. Murray.....	Term expires Apr., 1913
R. R. Rathbone, Secretary.....	Term expires Apr., 1915

Trustees of School District No. 10, Beaverhead County, (The Training School.)

Leonard Eliel, Chairman.....	Term expires April, 1912
John F. Bishop.....	Term expires April, 1912
George W. Dart.....	Term expires April, 1912
J. H. Gilbert.....	Term expires April, 1913
A. L. Stone.....	Term expires April, 1913

R. F. Tattersall, Clerk.

Faculty.

HENRY H. SWAIN, Ph. D., **University of Wisconsin**, Beloit College, University of Chicago, President,
Professor of Economics and Sociology.

JOSEPH E. MONROE, B. A., **Kansas Normal College**, University of Glasgow, New York University, Vice President,
Professor of Physics and Chemistry.

LUCY HAMILTON CARSON, M. A., **University of Illinois**, Illinois State Normal University, University of Chicago,
Professor of English.

MRS. ANNA W. OWSLEY,
Matron.

LAURA M. KRESS, B. L., **University of Wisconsin**,
Professor of Latin and German.

ROBERT CLARK, M. A., Amherst College, **Clark University**,
New York University,
Professor of Psychology and Biology.

THEODORE SHOUDY, **Adelphi College**,
Instructor in Manual Arts.

GRACE GRAETER, Cincinnati Conservatory of Music,
Instructor in Piano and Pipe Organ.

E. RAY MOSHER, M. A., University of Minnesota,
Western Reserve University,
Professor of Mathematics.

ADDIE E. BETTES, Grand Rapids Training School, University of Michigan, University of Chicago,
Supervisor of Primary Training.

HARRIET A. DUNNING, Herrick Studio (Chicago), Valley City State Normal School.
Instructor in Physical Culture and Expression.

The institutions named are those at which the members of the faculty have been educated, those at which the degrees were obtained being in black-faced type.

The names of the faculty, except the president, are arranged in the order of the date of appointment.

GRANT E. FINCH, M. Ph., Sc. D., **Upper Iowa University,**
University of Chicago,
Superintendent of the Training School.

LOUIS PELZER, M. Di., Ph. D., **Iowa State Teachers' College,**
Iowa State University,
Professor of History and Civics.

NINA M. NASH, **Madison State Normal School,** Teachers' Col-
lege Columbia University,
Supervisor of Intermediate Training.

CARRIE F. HARDESTY, Oberlin Conservatory, Ohio Wesleyan
University,
Teacher of Vocal Music.

LILIAN R. FREE, Wisconsin Library Commission,
Librarian.

Rebecca L. Lawrence,
Secretary to the President.

Critic Teachers.

DELIA DORCHESTER, **Potsdam State Normal School**, Harvard University, University of Chicago, Columbia University, Eighth Grade.

ALICE E. RUSSELL, B. Pd., **Montana State Normal College**, Seventh B Grade.

AMY E. LEES, **Winona State Normal School**, University of Minnesota, Seventh Grade.

MARGARET ROSS, **Montana State Normal College**, University of Chicago, Sixth and Seventh B Grades.

CATHERINE CAVANAUGH, **Michigan State Normal College**, Sixth Grade.

BERNICE M. SHANK, **Oswego State Normal School**, University of Jena, Sixth Grade.

BERT SHORTT, Illinois State Normal University, Fifth Grade.

ANNABEL B. LONG, B. S., **Superior State Normal School, Teachers College Columbia University**, Fifth Grade.

LILLIAN A. BAKER, Framingham State Normal School, Fourth Grade.

LYDIA ROBERTS, **Central (Michigan) State Normal School**, Third Grade.

ELIZABETH PRICE JONES, A. B., **Shepardson College, University of Chicago**, Second A and Third B Grades.

RIETTA JOY RUST, Teachers College Columbia University, Second Grade.

ALMA A. VAN DE WALKER, **Central (Michigan) State Normal School**, First Grade.

MARY L. INNES, **Montana State Normal College**, Universities of Utah and California, University of Chicago, Columbia University, First Grade.

Montana State Normal College.

Origin of the Institution.

The Act of Congress under which the state of Montana was admitted to the union, set aside one hundred thousand acres of the public domain for the establishment and support of a state normal school. In pursuance of the same plan the Legislative Assembly of Montana has passed acts establishing the State Normal School, locating it at Dillon, providing for the erection of buildings, and appropriating money to defray its expenses. The first building was completed and the school opened in 1897.

By an act of the Eighth Legislative Assembly, which became a law Feb. 25th, 1903, the name of the institution was changed to the Montana State Normal College.

Purpose of the Institution.

The chief purpose of the college is to fit young people for teaching, especially in order to provide the public schools of Montana with teachers properly equipped both with instruction and with professional training.

It has been well said that the work of the teacher is not to teach geography and arithmetic, but to teach children. It is therefore essential for the teacher to understand the child, the nature of his mind and the laws of its development, and to learn how to apply this knowledge to the actual teaching of the child. All this must be accomplished through a thorough study of psychology and pedagogy supplemented by systematic observation of good teaching, and finally by actual practice in teaching under competent supervision.

It still remains true, however, that geography, arithmetic, and various other branches of study, are the principal vehicles through which the teacher's work is accomplished. The teacher must therefore be thoroughly familiar with these subjects. It is not enough for the teacher to know as much of these subjects as he will have occasion to teach. Successful teaching, even in elementary grades, requires a strong grasp of the subject in its broader relations. In other words, scholarship is a necessary qualification for a teacher.

Courses of Study.

Two principal courses of study are offered. The degree course leads in four years to the degree of Bachelor of Pedagogy. This

course affords abundant preparation for the technical work of teaching, and also gives the teacher a fair equipment of general culture. The three years course includes most of the professional work of the degree course, but less of general culture and of the more advanced pedagogical study.

Graduate Course.

Facilities are offered for graduates of this institution or of colleges or normal schools of equivalent grade, to pursue more advanced courses, especially with a view to preparation for principalships and superintendencies. This course leads to the degree of Master of Pedagogy, and is more fully described under the subject of degrees.

Elementary Course.

An elementary course of two years includes all the subjects upon which examinations are required for county teachers' certificates of any grade. No diploma is given on the completion of this course, but all who have finished it ought to be able readily to pass any of the county examinations.

This course also fully prepares those who have completed the work of the common schools to enter either the three or four years course.

Special Courses.

A wrong impression in regard to normal training is held by many persons, who suppose that method work consists of clever devices which can easily be explained and illustrated, so that any intelligent person can quickly learn to copy the devices and advantageously put them into practice. It ought to be understood that normal courses in methods must be a sham unless they are based on intelligent comprehension of psychological and pedagogical principles. The Normal College cannot undertake to instruct in method those who lack this basis. Special students must not expect, therefore, to be admitted to classes in method, observation, and practice without the preparation afforded by the earlier years of the course.

Special courses in training, are offered, however, for the benefit of teachers—a more advanced course for those who wish to supplement previous normal school training, and an elementary course for those who are not normal students. The latter should be reminded, however, that no amount of method work will enable people to teach that of which they are themselves ignorant, and without due preparation such a course would be profitless. Particular attention is given to these special courses in the summer session.

Pupils who are not pursuing a normal course, but wish to prepare for examination for any county or state certificate, may enter the school at any time during the year, and with the consent of the president, join such classes, already organized, as their acquirements fit them for.

It should be clearly understood, however, that pupils are encouraged to take special courses only as a temporary expedient, where necessity compels them to teach for a time to earn the means for completing a thorough course.

In view of the ample facilities which the State has provided, and the very small cost, a teacher who has not enough ambition to be willing to make the small sacrifice necessary to devote two or three years to preparation for the profession, is unworthy of the teacher's calling.

Requirements for Admission.

Students who have passed the Eighth Grade Examinations prescribed by the Superintendent of Public Instruction, are admitted to the Elementary Course without further examination.

Applicants for admission to the Three and Four Years Courses are admitted on any one of the following conditions:

1. Completion of the Elementary Course in the Montana State Normal College.
2. Diploma from any accredited high school in Montana.
3. Applicants who have either partly or wholly completed the course of a university, college, or state normal school may, in the discretion of the faculty, be admitted without examination. In such cases, applicants must file with the faculty certificates from such educational institutions, setting forth the amount of work satisfactorily completed by the applicant. This work must embrace in every subject at least the equivalent of the work required for the completion of the Elementary Course in this institution.
4. Examination by the faculty on all the work of the Elementary Course except Theory of Teaching.

Credits for Advanced Standing.

When students can show to the satisfaction of the faculty, by examination or otherwise, that they have already accomplished successfully a part of the work of the normal courses, they may be excused from repeating such work. It should be understood, however, that studies pursued in a high school are not usually the equivalent of subjects of the same name in the normal course. This is especially true of science work done where laboratory facilities are limit-

ed, or where the work is carried on without previous study of advanced mathematics.

Full credit is allowed for equivalent work done at the University of Montana or at the Montana Agricultural College. Standings from similar institutions in other states may be recognized at the discretion of the faculty. Applications for credits must be made at the time of entrance.

Diplomas.

A diploma from the Montana State Normal College authorizes the holder to teach in any public school in Montana for three years without examination. Life diplomas are granted by the State Board of Education, without examination, to all graduates of a Four Years Course after they have taught successfully in the state for one year, and to graduates of a Three Years Course after two years of successful experience. In many other states diplomas of the Montana State Normal College also receive similar recognition.

Degrees.

The degree of Bachelor of Pedagogy is conferred on those who complete the Four Years Degree Course.

The Master's Degree.

The degree of Master of Pedagogy is not granted indiscriminately to all who may pursue a prescribed course, but is a mark of distinction conferred for special merit. The minimum requirements are that a candidate shall already have a Bachelor's degree from the Montana State Normal College, or from some other college or university of recognized character and standing, and must spend at least one year in resident graduate study at the Montana State Normal College.

During this year the work is divided into parts, a major and a minor. The major must in all cases be taken in the department of pedagogy, and will be equivalent approximately to twelve lecture or recitation hours per week.

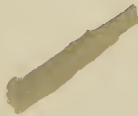
The minor subject will require approximately half as much work as the major, and in the case of candidates who are bachelors of pedagogy, may be selected from any department of the college. Candidates whose bachelors' degrees are in arts, science, philosophy, or letters, may be required to take the minor as well as the major in the department of pedagogy, unless they have made a specialty of pedagogy in their undergraduate course.

Before receiving the master's degree, a candidate must present

to the faculty a satisfactory thesis on some subject, chosen in consultation with the faculty, along the line of pedagogical investigation, and must pass a satisfactory examination on the graduate work pursued.

Kindergarten Certificates.

The law of Montana reposes in the State Normal College the sole power to issue certificates authorizing persons to teach in public kindergartens. Applicants should address the President of the College, and if graduates of kindergarten courses, enclose copies of their credentials.



Outline of the Courses of Study.*

ELEMENTARY COURSE.

First Year.

First Semester.

English, 4.
Elementary Physics, 5.
Arithmetic, 5.
Geography, 5.
Vocal Expression, 1.

Second Semester.

English, 4.
U. S. History, 5.
Algebra I, 5.
Physiography, 5.
Vocal Expression, 1.

Second Year.

English, 4.
Elementary Physiology, 5.
Algebra II, 5.
Theory of Teaching, or English
History, 5.
Vocal Expression, 1.

English, 4.
Civics, 5.
Plane Geometry, 5.
Ancient History, 5.
Vocal Expression, 1.

Elementary Latin may be taken as an optional study in the Elementary Course.

THE THREE YEARS COURSE.

First Year.

First Semester.

English, 4.
Chemistry, 5.
Solid Geometry, 5.
Mediaeval History, 4.
Drawing, 1.
Vocal Expression, 1.

Second Semester.

English, 4.
Biology, 5.
Algebra III, 5.
Modern History, 4.
Manual Training, 1.
Vocal Expression, 1.

*Physical Culture is required in all courses of all students except those who are excused because of physical defects. Such students are required to attend physical culture classes for observation.

†Numerals indicate the number of recitation hours per week.

 Second Year.

Anatomy and Neurology, 4.	Educational Psychology, 4.
Arithmetic, 4.	Trigonometry, 4.
American History, 4.	Geography, 4.
English Grammar, 3.	English, 3.
Vocal Expression, 2.	Vocal Expression, 2.
Music, 1.	Music, 1.
Drawing, 1.	Drawing, 1.
Observation, 1.	Observation, 1.

 Third Year.

Principles, Teaching, 5.	Teaching, 5.
Nature Study, School Hygiene, 3.	History of Education, 3.
Special Method, 5.	Special Method, 4.
Economics, School Law, 5.	School Economy, 1.
Drawing, 1.	Physics, 5.
Music, 1.	Drawing, 1.
	Music, 1.

 COURSE FOR DEGREE OF BACHELOR OF
PEDAGOGY.

For this course all the work of the three years course is required, and in addition eight electives of one semester each, making this a four years course. The electives are to be chosen in the following groups:

GROUP I. Latin*, 4 semesters; German, 4 semesters.

GROUP II. Latin or German, 4 semesters; History, 2 semesters; Sociology, 1 semester; English, 1 semester.

GROUP III. Mathematics, 4 semesters; Science, 4 semesters.

GROUP IV. Mathematics, 2 semesters; Science, 2 semesters; History, 2 semesters; Sociology, 1 semester, English, 1 semester.

GROUP V. German or Latin, 4 semesters; Mathematics, 2 semesters; Science, 2 semesters.

Ordinarily the elective work should be done in the second and third years of the course.

The outlines indicate little more than the names of subjects studied, and the order in which they are taken up. It should be borne in mind that each subject is studied primarily from the point of view of training for the teacher's profession, and the fact that a subject of the same name may have been studied previously in the high school does not imply that study of that subject may be omitted from the Normal Course.

*Advanced Latin only. Elementary Latin is not accepted in this course.

Description of the Courses.

Department of Education and Training.

The work of these departments covers the theory and practice of teaching. It begins in the first semester of the junior year in both courses, with the observation of teaching in the public schools of Dillon.

1. Observation.

The purpose of the course in observation is to furnish the student a concrete basis for subsequent work both in psychology and theoretical pedagogy and in practice teaching. Each student in the class spends an hour a week in the public school, observing under the direction of the Training Department. School management, the teaching process, and child study are studied in the concrete form and from references. The work for each week is outlined in the form of a syllabus, which the pupil is required to fill out after study and observation. Once a week the whole class meets with the instructor for conference and instruction.

Supt. Finch, Miss Nash, Miss Bettes.

2. Educational Psychology.

This course aims to give students a general and especially a practical knowledge of modern psychology: a knowledge that can and will be applied later in their teaching. Thorndike's "Elements of Psychology" is used as the principal text-book, especial attention being given to descriptions of mental states and to the study of the mind in action. This work is supplemented by occasional lectures, collateral readings, and reports of individual studies based upon the observation of pupils in the public schools. Although having a general value, this study particularly gives the basis for the following course in Principles of Teaching. Laboratory work—acquaintance with psychological apparatus, and the performing of simple experiments—is used only so far as it helps to a better understanding of the subject. 4 hours a week, 2nd semester. Prof. Clark.

3. Principles of Teaching.

In this course the student learns that all school work should be based upon pedagogical principles. Such fundamentals as Instincts and Capacities, Individual Differences, Interests, Laws of Association, Motor Expression, and Habit are studied and freely discussed. Il-

illustrations are taken from individual experiences and actual conditions as observed in the training school. This study forms the connecting link between psychology and biology on the one hand and educational practice on the other. Thorndike's "Principles of Teaching" is used to suggest the questions for discussion. 5 hours a week, 6 weeks, 1st semester. Prof. Clark.

4. Special Methods.

This work is divided into the three natural divisions, primary, intermediate, and grammar grade methods, corresponding to the three well known development periods in the child's life. The three supervisors of training take charge of the classes in methods in their departments. Each student spends twelve weeks under each supervisor in the study of methods in that department.

I. Primary Methods. First, second, and third grades.

This course is based upon (1) the laws of child mind so far as modern research has revealed them, (2) material adapted to the child mind, (3) methods of presenting the materials selected.

Much attention is given to suitable ways of beginning each subject, as reading, arithmetic, penmanship. Present day methods are viewed in the light of the history of the subject during the last twenty years. A careful survey is made of the ground to be covered in each grade for each half year. Suggestive outlines are offered, showing the sequence in which number facts are most easily learned, the topics of geography best correlated, the phonic elements most readily mastered.

The transition from the purely oral instruction of the first primary grades to the introduction of the text-book is noted. The purpose and use of the text-book is discussed. Texts are compared and criticized.

Desirable sources of children's literature are indicated. A critical study is made of types of stories suited to each grade.

Definite instruction in cardboard construction, weaving, and handwork of all forms suited to the primary grades, is part of the course. Students become familiar with the state course of study, and are assisted to an intelligent interpretation of its content. 5 hours a week, 12 weeks. Miss Bettes.

II. Intermediate Methods. Fourth, fifth, and sixth grades.

The transition from the primary work is noted and the best means of making the changes demanded in the types of work. The special features of the text-books for these grades are pointed out. The difference between the earlier and later spirals in subjects like arithmetic, geography, history, and physiology is examined. Attention is called to the special characteristics of the pupils of these

grades and the best methods of dealing with them. Each subject of the course of study is given separate consideration. 5 hours a week, 12 weeks. Miss Nash.

III. Grammar Grade Methods. Seventh and eighth grades.

Each subject of the course of study for these grades is here taken up and studied as to principles and methods. The students note its comparative importance and place in the school. They examine the state course of study in connection. Methods and devices are examined and approved or rejected. Particular effort is made to enable the class to distinguish between innovations based on principles and those depending on mere devices. The students make critical observation in the schoolroom of the methods in the subjects they are studying. They are required to prepare model lesson plans.

Lists of apparatus, text-books, and helps in each branch are given. Special attention is paid to the problems and difficulties in the work of instruction of adolescent pupils. 5 hours a week, 12 weeks. Supt. Finch.

5. Teaching.

Students of the senior class are required to observe and teach daily in the training school throughout the year. Preparation for this teaching is secured by the following means: (1) through a carefully planned course of professional study; (2) reviews of the subjects to be taught; (3) the study of special methods in those subjects; (4) observation of the work of the critic teachers; (5) the preparation of working plans.

Each student, on being given an assignment in the training work by a supervisor, observes the work to be done as it is carried on by the critic. After such observation the student prepares a general plan for the work. When this plan has been passed on, the student prepares daily lesson plans. On the acceptance of these, the student begins actual teaching. This teaching is observed by the critic teacher, with whom the student meets in semi-weekly conferences for criticism and for the approval of plans. The work of the student is frequently observed by the supervisor, with whom there is also a regular conference. Systematic work in school management is required. Each student in training is expected to teach in primary, intermediate and grammar grades. Those who show decided aptitude and preference for any particular grade are allowed additional but not exclusive time there. They are regularly changed from subject to subject and from grade to grade in order to give breadth of experience and training. And yet the student must remain long enough in each room so that advantage may be taken of the mutual acquaintance of critic, training teacher, and class.

As the student teachers grow in power they are given an increasing amount of responsibility. They are expected to make themselves more and more useful in the carrying on of all the activities of the school. In this way they increase their power over the pupils and in addition gain steadily in confidence and self-reliance. Before they leave a room in which they have proved themselves, they are given for a brief time entire charge of the room with the management of two classes, the one at recitation and the other at lesson preparation.

When the teaching of a student in the training school has been completed the estimate of the critic and supervisor as to quality of the work done and degree of ability shown are placed on file in order that proper representations may be made to superintendents and school boards regarding the student's fitness for any school position.

6. School Hygiene.

The aim of this course is to give the student command of those principles of hygiene which are directly related to the efficiency of the school. Shaw's "School Hygiene" is used as a text. It is supplemented by lectures, collateral reading, individual study based upon personal experience and special observation. 3 hours a week, 10 weeks, 1st semester.

Prof. Clark.

7. School Law.

A course of twelve lectures is given, accompanied with readings and quizzes. The practical purpose is to acquaint those who are about to become teachers with their legal relations to their pupils, school officers, and the community. First part of 1st semester.

Pres. Swain.

8. History of Education.

The various systems of education, the origin and growth of educational ideas and customs, and the influence of the great educators are studied. History of Education has a cultural value in that it shows so clearly social cause and effect; it has a practical value in that it reveals to the prospective teacher the success and failure of different methods. Also, by studying educational biography, the pupils will "consult the lives of others . . . and from thence fetch examples and aims for their own imitation." Monroe's "Briefer Course" is used as a text-book. 3 hours a week, 2nd semester.

Prof. Clark.

9. School Economy.

The subject matter in School Economy is correlated with Observation and Teaching. It strengthens and supplements the pupil's

work in the practice school. Such topics as The Personality and Qualifications of the Teacher, The Relation of the School to the Home, Pupil-Government (such as the School City,) The Curriculum, Waste in Education, The Problems of a Country School, etc., are studied by means of lectures, pedagogical writings reviewed, and by general discussion. 3 hours a week, 2nd semester. Prof. Clark.

10. The Child-Study Club.

Monday evenings a group of seniors and teachers meet to consider various phases of child-life. At each meeting one or two reviews of the best writings on child-study are presented and then discussed. Occasionally children themselves are present in order to illustrate the topic for the evening. During the past year the members of the Club have become acquainted with Tyler's "Growth and Education," Rowe's "Physical Nature of the Child," Hall's "Contents of Children's Minds," Hancock's and Bryan's "Studies of Motor Abilities," Forbush's "Boy Problem," Helen Keller's "Story of My Life," and other works dealing with the physical, mental, and moral nature of the child, including pictures, magazines, and story books for children, and those depicting child life. 1 hour a week throughout the year. Prof. Clark.

Department of Social Science.

PRES. SWAIN.

1. Economics.

Industrial activity is the basis of all civilization, and without a clear appreciation of this relation there can be no adequate comprehension either of the present or of the past life of the human race. This fact makes some knowledge of enconomics fundamental in education. Without the ability to appreciate the economic point of view, the teacher can make nothing valuable of the study of geography, about which is grouped the activity of the present, or history, which deals with past development.

It is more with the idea of establishing this economic standpoint, than of inculcating certain economic theories that this study is pursued. From the starting point of human wants as the basis of economic science, the influence of wants in giving impetus and direction to industrial activity is studied, and the various forms of that activity, especially in the organization of capital, of labor and

of exchange, and the forces which determine the distribution of wealth, are discussed. Ely's "Elementary Economics" is used as a text. 5 hours a week, 1st semester.

2. Sociology.

Social phases of education are coming to receive more recognition than formerly. For this reason, as well as by reason of the intimate connection between race history and the mental development of the child, the well-prepared teacher must comprehend something of the course of race development. The purpose of this study is not so much to discuss various theories of social organization, as it is to gain practical help on the problem of education. Beginning with a survey of primitive institutions, this study presents an outline of their evolution to the stage reached in modern society. 5 hours a week, 2nd semester.

Department of Physics and Chemistry.

PROF. MONROE.

This department is in the new college building, where commodious and well arranged quarters have been provided. The lecture and class room is large, well lighted, and provided with all modern conveniences. Hot and cold water, gas, electric light, electric current, both from storage battery and commercial current are supplied to the demonstration table in this room. An excellent arc light stereopticon and other projection apparatus are among the materials and the equipment of this room. The physical and chemical laboratories are large, well lighted, and amply provided with dark rooms for optics and photographic work, store-rooms, modern acid-proof topped work tables and cabinets, tools and materials for the construction of apparatus, and there is also an excellent equipment of apparatus for both laboratories.

1. Elementary Physics.

This course is equivalent to the course offered by high schools; this is made possible by a more extensive equipment, students generally more mature in age, fewer subjects for study, and a longer period for recitation and laboratory work.

Recitations, lectures, and laboratory experimental and construction work, are included. The manipulation and care of apparatus receive careful attention. Those who complete this course will be

able to do intelligent work in chemistry, physiology, and physiography, pass examinations required for teachers' certificates, and with the additional work in mathematics in the first and second years of college course, enter the advanced work in Physics, offered in the senior year.

Adams' "Text-Book in Physics" is used as a basis for the work. 5 hours a week, 1st semester.

2. Elementary Geography.

This course takes up a thorough review of descriptive geography. Much attention is given to the study and interpretation of maps and globes. One important aim is to equip students with such a knowledge of the mathematical phases of geography that the globe becomes one of the most helpful instead of one of the most useless adjuncts to a school's geographical supplies. All of the best geographies, as well as an extensive reference library, are drawn upon for this work. Special efforts are made to secure familiarity with the adopted text-book of the state. The standard commercial geographies are also used largely in this work. 5 hours a week, 1st semester.

3. Chemistry.

The common elements and compounds are studied systematically. The principles, laws, and theories are studied, and verified by experiment. Students perform experiments as directed by text-book, laboratory manual, or instructor. Drawings are made and notes carefully written concerning every experiment. All phenomena observed are recorded, and students recite from this work. Close attention is given also to the formation and interpretation of chemical formulae and equations.

This course enables students to read intelligently and get a general understanding of the sciences, physiography, physiology, and others, which follow in the regular course of study. 5 hours a week, 1st semester.

4. Physiography.

Land forms, agents of change, climate, and the principles of elementary meteorology, are included in the work of this class. Field work for the purpose of studying soils, work of streams, weathering of rocks, effects of plants and animals in determining these forms, and such other topics as are connected with this subject, are done. Records of thermometric and barometric conditions are made. Extensive reading from a well selected library of reference works is required. Text-book work done is based upon Salisbury's, Tarr's, Dryer's, and Davis' physical geographies, with frequent reference to standard geologies. 5 hours a week, 2nd semester.

5. Advanced Physics.

This course requires a general knowledge of algebra, geometry, and plane trigonometry; students entering for this course must also offer as preparatory work standing equal to that required for passing elementary physics in the Montana State Normal College or the equivalent of a year's work in physics in an accredited high school, as all the work done in this course is in advance of that done in secondary schools. The ability to handle readily arithmetical, algebraic, and geometrical applications to the elementary work in this subject is required of all who complete this course.

No laboratory manual is used in this class, but the work of experimentation grows out of the subjects studied in class or suggested in lectures. The student is, therefore, necessarily thrown largely upon his own resources in planning for the carrying out of the experiment instead of blindly following minute direction for manipulation, such as given in the ordinary laboratory manual. The laboratory work in this way becomes a test of the student's ability to deal with principles, rather than a mere test of ability to manipulate apparatus according to formula.

Three hours of class work and four hours of laboratory work are required each week. The class work consists of recitations, lectures, and demonstrations, the laboratory work includes the manipulation of demonstration apparatus and the construction of simple apparatus for class use.

The mathematical preparation of students in the secondary schools does not make possible the doing of much quantitative work in the physical laboratory, except such as is of a purely mechanical kind. The laboratory course here is principally quantitative in character, taking up the qualitative only as students are deficient in work of that character.

The class work is based upon Millikan and Gale's "First Course in Physics," while Ames' "Theory of Physics," Everett's "Deschanel," Glazebrook's "Statics and Mechanics," and other standard works are drawn upon for students' use. 5 hours a week, 2nd semester.

6. Geology.

Text-book, laboratory, and field work are done. The surrounding country furnishes abundance of material for the study of dynamical and structural geology, and the economic features of this subject receive special attention.

So far as possible the work is made to bear especially upon the geology of Montana. Minerals are studied from actual specimens.

Methods of identifying and classifying such by chemical tests, general appearance, and blow pipe analysis are taught. 5 hours a week, 1st semester.

7. Astronomy or Astro-Physics.

These subjects are offered only to students whose mathematical preparation is sufficient to enable them to understand such work.

Descriptive Astronomy is the phase of the work that receives the greatest amount of attention in that subject. The mathematical work includes both the theoretical and practical, such as the theory of least squares, use of the sextant, determination of time, latitude and longitude.

The course offered in astro-physics is determined by the needs and advancement of those who undertake the study of the subject. Problems in spectroscopy form an important part of the course. 5 hours a week, 2nd semester.

8. Geography, Review and Methods.

The object of this course is two-fold, viz:

1. To review the subject matter.

Without a thorough knowledge of the subject matter, the teacher is unable to select or assign material for study, know what is accurate or useful, apply effective methods of instruction, or direct work.

2. To study, plan, and develop the best methods of presenting the subject in the public schools.

While the first is insisted upon as a basis for the second, the larger portion of the time is devoted to the second. Students become acquainted with the literature of geography, its necessary connection with history, the nature and proper use of a text-book, the meaning of maps and globes as geographical aids, how these should be used in presenting the subject to classes, and the different projections ordinarily used in map and globe making. The aim is to equip teachers with subject matter and methods of using the same to the best advantage in the work of the public schools. 5 hours a week, 2nd semester.

A large and well selected geographical library is available for students' use. The equipment for this work has also been greatly improved by the addition of a large number of lantern slides which illustrate all phases of the subject, and the collection is particularly rich in industrial geography. More than fifteen hundred carefully selected slides or slides made in the department are available for use.

Department of Mathematics.

PROF. MOSHER.

UNIVERSITY OF ILLINOIS

1. Arithmetic.

Accuracy and speed in the solution of problems constitute the chief aim of this course. These are attained by a careful and thorough grounding in the four fundamental operations, followed by a systematic development of fractions, decimals, percentage, and interest with their various applications, and mensuration. Careful analysis and accuracy of statement are at all times insisted upon. 5 hours a week, 1st semester.

2. Elementary Algebra.

Course I. This course is intended for those who have had no mathematics beyond arithmetic, and extends only through simultaneous linear equations. Especial emphasis is laid upon factoring, fractions, and the equation. 5 hours a week, 2nd semester.

Course II. This is a continuation of Course I. After a thorough review of the work previously covered, the subjects of involution, evolution, theory of exponents, surds, and quadratics are taken up in their usual order, the course ending with simultaneous quadratic equations. Graphs are studied in connection with linear and quadratic equations. 5 hours a week, 1st semester.

3. Geometry.

Course I. Plane Geometry. The ability to reason logically, clearly, and concisely, is the principal aim of this course. To develop originality and independence of thought, as well as to discourage the tendency to memorize demonstrations, a large number of construction problems and original exercises is given in connection with the propositions. 5 hours a week, 2nd semester.

Course II. Solid Geometry. Stress is laid upon visualization and accurate representation of solids, as well as upon rigid demonstrations. The usual propositions involving lines and planes, polyhedrons, and the three round bodies are given, together with numerous numerical exercises. A series of lectures on the history and development of geometry completes the course. 5 hours a week, 1st semester.

4. Higher Algebra.

A thorough knowledge of elementary algebra is a prerequisite in this course. The course includes the progressions, imaginary and

complex numbers, variation, indeterminate equations, the binomial theorem, permutations and combinations, determinants, and the general theory of equations. 5 hours a week, 2nd semester.

5. Teachers' Arithmetic.

The first part of the work is given to the principles upon which the numerical work of arithmetic is based. The ordinary facts of arithmetic are touched upon in rapid review. Fractions, decimals, and percentage are presented as closely related. Facility in the solution of all legitimate problems of arithmetic is expected of all students completing this course.

Methods of presenting topics are given mainly in connection with the review of those topics. Attention is directed to safeguards tending to secure intelligent and accurate work in public schools, instead of work which is merely mechanical and frequently inaccurate. 4 hours a week, 1st semester.

6. Trigonometry.

The first part of the course is devoted to a careful deduction of the trigonometrical formulae needed for solving problems, and to the study of logarithms. The latter part of the course is given to the solution of problems involving right and oblique triangles. In order that the student may find the subject not only interesting but practical, the course is supplemented by a considerable amount of field work. 4 hours a week, 2nd semester.

7. Advanced Courses.

Whenever there is sufficient demand, classes are formed in spherical trigonometry, surveying, analytic geometry, differential or integral calculus, or history of mathematics.

Department of English.

PROF. CARSON.

English is a required subject throughout the elementary course, and through the first and second years of the normal course. In addition, an elective in English is offered in the four years course. The work of the English department is correlated with that of the department of vocal expression.

English Ie.

Introductory course in composition and literature. While this course has the same general aim as all courses in composition and literature, that of giving instruction and practice in both oral and written expression of thought, and guiding students into the appreciation of master-pieces of literature, it is especially intended to teach young students how to study and how to recite. At the end of the semester, in addition to any advancement in literary culture, the students should have made noticeable progress in their ability to express themselves coherently in any classroom and should be able to write readable examination papers for any instructor. The assignment of exercises in composition and the selection of classics for reading are determined by the purposes stated above.

Text, Hanson's "English Composition." Classics read in 1910-'11: Blackmore's "Lorna Doone," Washington's "Farewell Address," Parkman's "Oregon Trail." Outside reading, ten books selected from a list of classic fiction and current literature for young people. 4 hours a week, 1st semester.

English Iie.

Grammar. Thorough study of sentence structure and parts of speech. Definitions, declensions, conjugations. Exercises in composition. Discussion of classics assigned for reading.

Text, Kittredge and Arnold's "The Mother Tongue, Book II." Classics read in 1911: Scott's "Ivanhoe," Cooper's "Deerslayer," Webster's "First Bunker Hill Oration," Shakespeare's "As You Like It." 4 hours a week, 2nd semester.

English Iiie.

American literature from the beginning of the colonial period to 1830. Text, Tappan's "A Short History of America's Literature," chapters I-III, selections from colonial and revolutionary writers, pp. 131-240. Classics read in 1910-'11: Franklin's "Autobiography," "Poor Richard's Almanac," and other selections in Riverside Literature Series No. 21; Irving's "Bracebridge Hall," R. L. S. 194, and selections from "Knickerbocker's History of New York;" Cooper's "Deerslayer," and either "The Spy" or "The Last of the Mohicans;" selections from Bryant, R. L. S. 54; Drake's "Culprit Fay."

Composition, narration, and exposition. Text, Gardiner, Kittredge, and Arnold's "Manual of Composition and Rhetoric." 4 hours a week, 1st semester.

English IVe.

American literature from 1830 to the present time. Composition, description, and exposition. Texts same as in preceding course. Classics read in 1911: Emerson's "Fortune of the Republic," R. L. S. 42, and poems, R. L. S. 113; Hawthorne's "The House of the Seven Gables;" Thoreau's "Walden;" Longfellow, R. L. S. 63; Whittier, R. L. S. 41; Lowell, poems, R. L. S. 30, "Democracy" and other essays, R. L. S. 123; Poe, R. L. S. 119, 120; Webster," R. L. S. 56; Lincoln, R. L. S. 32; Warner's "In the Wilderness; Jewett, R. L. S. 202; Scribner's series of story books from the writings of Page, Cable, Howells, Lanier, Stockton, Van Dyke. A two-fold purpose determines the choice of the books to be read: to give to the students matters suited to their tastes and development, and to acquaint them with American literature adapted to the use of the grades of the public school. 4 hours a week, 2nd semester.

English In.

English literature from the beginning to the eighteenth century. Composition, exposition, with some narration and description. Texts, Long's "English Literature;" Gardiner, Kittredge, and Arnold's "Manual of Composition and Rhetoric." Classics studied in 1910-'11: "Beowulf;" "Representative English and Scottish Ballads," R. L. S. 183; Chaucer's "Prologue" and "Knight's Tale;" Spenser's "Faerie Queene," Book I; "Second Shepherd's Play," "Everyman" R. L. S. 191; "King Arthur Stories," R. L. S. 179; Malory's "The Book of Merlin," R. L. S. 158; Shakespeare's "King Lear," "Henry V," and "The Tempest;" Bacon's "Essays," R. L. S. 177; Palgrave's "Golden Treasury," Series I; Bunyan's "Pilgrim's Progress;" Milton's minor poems and "Paradise Lost," Book I. Outside reading, Tappan's "Chaucer Stories;" Pyle's "Robin Hood;" Warner's "The People for whom Shakespeare Wrote;" Winter's "Shakespeare's England;" Kingsley's "Westward Ho;" Marlowe's "Jew of Malta;" Shakespeare's "Midsummer Night's Dream;" a biography of one author studied. This list includes a number of books bearing directly on the teaching of literature in the grades. 4 hours a week, first semester.

English IIn.

English literature of the eighteenth and nineteenth centuries. Composition, chiefly argumentation. Texts same as in preceding course. Books read in 1911: "Favorite Poems by Herbert, Collins, Dryden," (Houghton Mifflin's Modern Classics); Addison's "Sir Roger de Coverley Papers;" Swift's "Gulliver's Travels;" Pope's "Rape of the Lock;" Burke's "Conciliation With America;" Gold-

smith's "Vicar of Wakefield;" Thackeray's "Henry Esmond;" Gaskell's "Cranford;" Eliot's "Silas Marner;" Byron, R. L. S. 189; Tennyson, R. L. S. 73, 99; Browning, R. L. S. 115. 4 hours a week, 2nd semester.

English III_n.

Teachers' course in grammar. In 1910-'11 the first month was devoted to the grammatical analysis of selections from Aldrich, R. L. S. 124. At the beginning of the second month the class was divided into two sections. The first section continued the study of modern English grammar, using as a text Kittredge and Arnold's "The Mother Tongue," Book II. The second section took up the study of Old English, using Smith's "Old English Grammar." Both sections read assignments from week to week, including Palmer's "Self-Cultivation in English;" the chapters on teaching grammar in the books on the teaching of English by Chubb and Carpenter, Baker and Scott; certain chapters in Bradley's "The Making of English," and in Emerson's "History of the English Language." 3 hours a week, 1st semester.

English IV_n.

Teachers' course in composition and literature. Review of principles of composition. Drill in punctuation and spelling. Practice in letter-writing and other forms of composition suited to the grammar grades. Study of epics and lyrics used as basis of literature and language teaching in the grades. Reading of folk stories and fables. 3 hours a week, 2nd semester.

English V_n.

Advanced Course In American Literature.

Texts, Simonds's "A Student's History of American Literature," Page's "Chief American Poets." Reference work in Tyler's "History of American Literature" and Stedman and Hutchinson's "Library of American Literature." Assigned reading in essays and fiction. 5 hours a week, 2nd semester.

Department of Latin and German.

PROF. KRESS.

Latin.

The work in Latin is designed to meet the wishes of such students as desire to give their course of study a classical tendency. To

this end, Latin studied in the Normal College, may be substituted by those pursuing the degree course for certain specified subjects in other departments.

The course covers four years of consecutive study. Preparatory courses I to IV are offered for students who wish to begin the subject of Latin. V to VIII are reading courses, to which students may be admitted who wish to continue the study of Latin begun in the high school. The test of fitness for admission to the reading course is thoroughness and efficiency in the previous training rather than the amount of Latin read.

The study of the Roman people, the history of Latin literature, Roman mythology and antiquities, are correlated with the reading of Latin authors.

Exercises in Latin prose composition and syntax are required in all courses, one period per week.

I. First year Latin (Collar & Daniell) Drill on forms and pronunciation. 5 hours a week, 1st semester.

II. Selections from folklore, Roman traditions, and Roman history, the life of Julius Caesar from the "Viri Romae Illustres." 5 hours a week, 2nd semester.

III. Selections from Caesar's Gallic War, study of syntax, and exercises in prose composition. 5 hours a week, 1st semester.

IV. a. Ovid's Metamorphoses, Study of Latin meters, prose composition (Bennett). Gayley's Classic Myths. 5 hours a week, first part of 2nd semester.

IV. b. Vergil's Aeneid, Books I and II. Composition and mythology. 5 hours a week, last part of 2nd semester.

V. Vergil's Aeneid, Books III to VI. Composition and mythology. 5 hours a week, 1st semester.

VI. Selected orations of Cicero, study of syntax continued, prose composition. 5 hours a week, 2nd semester.

VII. a. Horace's Odes. Study of Horatian meters. 5 hours a week, 12 weeks, 1st semester.

VII. b. Cicero, De Senectute or De Amicitia. 5 hours a week, 8 weeks, 1st semester.

VIII. Livy, Books XXI & XXII, with outline of History of Latin Literature. 5 hours a week, 2nd semester; or

VIII. Outline of History of Latin Literature. Review of Latin taught in high school. Methods of teaching Latin. Practice teaching. 5 hours a week, 2nd semester.

German.

The courses offered in German are designed primarily to prepare students to read German prose of a literary or scientific nature.

During the first year especial emphasis is placed on the acquisition of the essentials of German grammar together with an understanding of root-forms and the values of prefixes and suffixes. German stories are read and many poems committed to memory. To aid in the cultivation of the "Sprachgefuehl," German is the language of the classroom.

Der Deutsche Verein, a student organization, affords additional opportunity to all who desire practice in German conversation.

The work of the second year comprehends a large amount of reading, varied in style and subject matter. Since the practical value of German in the normal college lies, not so much in being able to speak German, as in the ability to read it easily, continued practice is given in the oral translation of the German into good idiomatic English. An effort is made to choose such reading matter as will give the student an insight into the legends, mythology, history and life of the German people. The character of the work given in Course IV may vary, being of a literary or scientific nature according to the needs of students. The scientific German read is chosen with reference to its practical value to the student in his professional work.

The following four courses are offered: Students who have had at least two years of German in accredited high schools are admitted to Course III. Those who offer one year of German enter Course II.

I. German grammar and easy reading. The texts used are Bacon's "German Grammar for Beginners," and Gerber's "Maerchen und Erzaehlungen." 5 hours a week, 1st semester.

II. German prose selected from the tales of Baumbach, Heyse, Hauff, etc. Poems are memorized and there is constant practice in the reproduction in German of short stories read aloud by the instructor. 5 hours a week, 2nd semester.

III. A series of German novelletten by representative authors. Prose composition and sight reading. 5 hours a week, 1st semester.

IV. a. Literary course. Masterpieces selected from the dramatic works of Schiller, Freytag, and Goethe. 5 hours a week, 2nd semester.

IV. b. Scientific German. Readings in Lay's "Experimentelle Didaktik," and articles in the German pedagogical journals received in the library. 5 hours a week, 2nd semester.

Department of Biology.

PROF. CLARK.

1. Elementary Physiology.

It is the purpose of this course to give a general introduction to the subjects of anatomy, physiology, and hygiene preparatory to the more advanced work offered in the normal course, and also to enable those who complete it to pass the ordinary teacher's examinations on the subject. 5 hours a week 1st semester.

2. Introductory Biology.

It is the aim of this course to study the essentials for successful living as shown by animals and plants in their struggle for existence, by various adaptations, through the evolving of higher from lower forms, in communal as well as solitary life, with the disadvantages resulting from degeneration and parasitism.

For the first twelve weeks the principles of biology are studied from illustrations of animal life.

During the last eight weeks plant life is studied. Growth from the seed, the various parts of the plant—their structure, functions, and ecology are considered. Only a little time is spent in the laboratory, but much time out of doors. Only a little time is given to a study of systematic botany—to crushing the life out of the flowers and pasting them into collections—but each pupil is expected to observe native plants in their natural home, and to plant and care for living botanical specimens. One important feature of this course is a study of the economic value of roots, fruits, and the products of the stem, and this is illustrated by actual specimens.

It is expected that biology will train the pupil to observe more carefully, and to appreciate more fully the great values of life. 5 hours a week, 2nd semester.

3. Physiology and Hygiene.

In this course more attention is given to the human mechanism—studying what the body does and how it does it and how it should be cared for—than to details in anatomy and histology. Incidentally pathological conditions are studied, such as would enable a teacher to notice the symptoms of "school diseases."

The course is a helpful foundation for Child Study and School Hygiene, and especially for teaching Physiology in the public schools. For this latter purpose the text-book used is one of the series adopted by the State Text-Book Commission.

Special attention is given to studying those conditions that make for health, and such books as Pyle's "Personal Hygiene" and Hough and Sedgwick's "Hygiene and Sanitation" are studied.

The laboratory work consists of only such dissecting as well illustrates the different systems and organs and their functions, of a microscopic examination of the tissues, also of exercises showing the physical and chemical actions in the human body and upon food and air. A human skeleton, many models, and several charts are frequently used. 5 hours a week, 1st semester.

4. Neurology.

The study of the nervous system is a continuation of the course in Physiology and Hygiene, and is the foundation for the physiological side of psychology. Consequently especial attention is paid to the sense organs, and to the anatomy and physiology of the brain. 5 hours a week, last half of 1st semester.

5. Nature Study.

Nature study is based upon the economic, educational, ethical "Hodge idea," making use of Hodge's "Nature Study and Life." Myths, poems, and other literature, such as Darwin's study of the earthworm, Wm. Hamilton Gibson's, Burrough's, and other nature-writers' descriptions are enjoyed. It is hoped that a closer enthusiastic sympathy with nature, as well as a truer knowledge and a more practical appreciation of the harmful and beneficial forms of plant and animal life may be derived from the study. 3 hours a week, first half of 1st semester.

Department of History and Civics.

PROF. PELZER.

1. American History Review.

This course is a review of the field of American History from 1763 to the close of the civil war. It is assumed that students who take this course have fairly in mind an elementary knowledge of the subject such as might be gained from a study of Gordy's "United States History." Ashley's "American History" is the text used, but students are encouraged to make use of any other good texts. Subjects like the causes of the revolution, territorial expansion, slavery, and the civil war receive special emphasis. Throughout the course the work is correlated with library readings, while reports, theses, map-drawing, note-book work, and

the construction of charts and tables constitute other features of the work. 5 hours a week, 2nd semester.

2. English History.

This course traces the origin and development of the English nation in its political, social, and economic aspects. English contributions to law and political forms are constantly kept in the fore, while the consideration of the subject as the background and starting point of American History is emphasized throughout. Cheyney's "Short History of England" forms the framework of the course, and this text is supplemented with library readings and oral and written reports upon special topics. 5 hours a week, 1st semester.

3. Civics.

Swain's "Civics for Montana Students" is used for the first part of the course. The study of local government in this text is supplemented by the study of newspaper material, documents of county and state officers, and papers relating to county and state elections. Special study is given to the Montana constitution and the codes. State history receives some attention by a study of the Contributions to the Historical Society of Montana. The second part of the course is devoted to James and Sanford's "Government in State and Nation" in connection with the study of standard library authorities from which oral and written reports are required. 5 hours a week, 2nd semester.

4. Ancient History.

The early part of this course deals briefly with oriental beginnings, laying stress upon their remoteness, their distinctive features, and their later influences in so far as these can at this stage be appreciated. Special study is given to the ancient monarchy as the distinguishing governmental feature of antiquity. In the Greek period emphasis falls upon Greek life, literature, and art. Due attention is given to the Hellenistic period. In its third phase the development of Roman political institutions serves as the guiding principle. Closing lessons treat of the First European Transition. Required apparatus: Myers's "Ancient History," and a suitable note book. 5 hours a week, 2nd semester.

5. Mediaeval History.

The purpose of this course is to introduce the student to the leading features of mediaeval civilization. Beginning with a brief treatment of the barbarian invasions, the rise of the Papacy, Mohammedan civilization, the Byzantine empire, and the formation of the Germanic empire under Charlemagne, the course early shifts em-

phasis to the Middle Age proper. Unity is sought by correlating events about the conflict between the world-church and the world-state. In dealing with Feudalism students are required to give due attention to its social and economic as well as to its political aspects. Democratic tendencies are traced carefully throughout the period, especially as developed in English political organization. The period of the Second European Transition is treated more especially in its relations with mediaeval rather than with modern history. Required apparatus: Robinson's "Western Europe," Robinson's "Readings," Vol. 1, Dow's "Atlas of European History," and a suitable note book. Discussions, reports, and one thesis. 4 hours a week, 1st semester.

6. Modern History.

In this course an attempt is made to give an introduction to the elements of modern civilization. The work is meant to continue Course 5 with as little loss of continuity as possible. The opening lessons review the Second European Transition from the view point of its individualistic movements in state, church, and society. In treating of the seventeenth century monarchy special study is given to France; the treatment of the age of colonial expansion centres about England; the enlightened despotism is studied from the side of Prussia. The French Revolution is studied somewhat intensively, as also the unification of Germany and Italy. The Asian and African relations of the European states are studied in connection with modern industrial and commercial expansion. Throughout the course students give careful attention to the inter-relations of European with American history. Required apparatus: Robinson's "Western Europe," Robinson's "Readings," Vol. II, Dow's "Atlas of European History," and a suitable notebook. Lectures, discussions, reports, and one thesis. 4 hours a week, 2nd semester.

7. American History.

This course is a somewhat intensive study of American history from the formation of the Union to the outbreak of the civil war. While it is intended to emphasize especially constitutional and political history, this course has in view the fact that the present day problems have become largely social, economic, and industrial. Channing's "Student's History of the United States" is the "back-bone book" of this course, but wide reading in the secondary and source materials of the library is required. Oral and written reports, lectures, quizzes, outlines, and the arrangement of material in the note book constitute the principal devices in presenting the subject. 4 hours a week, 1st semester.

Physical Culture and Expression.

MISS DUNNING.

Physical Culture.

The aim of the work in physical culture is, first, the physical development of the student; second, preparation to teach simple school gymnastics; third, ease of movement and development of personality.

Physical examinations are made at the beginning of the year, and reviewed at the beginning of the second semester. From these examinations individual work is prescribed.

Any special examinations or eye tests that are advised must be attended to promptly and reported without delay.

Particular emphasis is laid upon corrective work, and special attention is given to developing alertness and spontaneity.

Physical culture is required of all students unless excused for some physical defect. Students thus excused are required to attend a physical culture class as observers, and to report regularly for corrective work.

The gymnasium dress required is the regulation blouse, bloomers, and tennis shoes in black. The blouse should be short-sleeved, cut square in the neck, and without collar. A short black skirt and flexible shoes are required during the senior year for gymnastic dancing.

Lockers are provided each student, for which a deposit of fifty cents is made at the beginning of the year, to secure the return of keys.

First and Second Elementary Years.

Definite instruction in personal hygiene is given throughout the elementary years, and much attention is given to the practical application of the same.

First semester: Introductory drill in formation, tactics, and marching. Drill in attention and response to command. Circle and competitive games. Introductory rhythmic work.

Second semester: Question days. Exercise in stretching, jumping, running. Introductory dumbbell and wand exercise. Rhythmic plays and first folk dances. Field drill.

First Year Normal Course.

First semester: Drill to develop quickness and spontaneity of movement. Quick formations. Marching for poise. Balance exercises. Advanced wand and dumbbell drill. Jumping, running, and walks carefully directed. Free play. Indoor and outdoor games. Fancy steps and advanced rhythmic exercise.

Second semester: Exercise in German gymnastics. First Indian club drill. Games employing difficult organizations. Field Day preparation. Rhythmic song games and folk dances.

Second Year.

First semester: General gymnastics. Indoor and outdoor games. General athletics. Theory of Swedish gymnastics. Military tactics. First principles of gymnastic dancing. Foundation steps.

Second semester: Advanced Indian club exercise. Advanced Swedish gymnastics. Field Day preparation. First track athletics. Social and gymnastic dancing.

Third year.

First semester: Theory of gymnastics. Play-ground methods. Theory of play. Free plays. Games—indoor and outdoor. Practice in teaching and directing games. Marching tactics. General gymnastics. Aesthetic dancing.

Second semester: Gymnastics for the grades. Practice in teaching gymnastics. Track and field athletics. Corrective exercise. First aid. Advanced aesthetic dancing and folk dances.

Expression.

Reading and Expression is required one hour per week throughout the Elementary Course and in the first year of the Normal Course. Two hours are required in the second year of the Normal Course.

First Elementary.

First semester: Elementary sound drill. Diacritical marks. Use of dictionary in pronunciation. Articulation and pronunciation of words.

Second semester: Application of articulation and pronunciation in sentence drill. Oral reading to train the eye in gathering thought from the printed page.

Second Elementary.

First semester: Tone drill. More advanced drill in pronunciation, articulation, and enunciation.

Second semester: Oral reading: object, correct phrasing and clear enunciation. Memory work required.

First Year Normal Course.

First semester: Advanced elementary drill. Placing of voice. A study of qualities of voice.

Second semester: Drill in prepared and sight reading. Some attention is given to the correction of mannerisms of voice. Memorising is required with introduction of platform work.

Second Year.

First semester: In this course special attention is given to the placing of voice on elementary sound work in articulation, enunciation, pronunciation, and diction. Qualities of voice, stress, and melody are studied. Some thought, also, is required throughout the semester as to good methods in presenting elementary drill and oral reading to children of the grades, and methods for correcting mannerisms of voice and body, and teaching foreigners to overcome their accent.

Second semester: Drill in "platform presentations, dramatizations for grade work, forms for programs of entertainment, and interpretation of various types of literature are the work outlined for the last semester.

Manual Arts and Drawing.

MR. SHOUDY.

Teachers' Course.

The work in manual arts extends throughout the three years course. There is offered to students an elementary art education with especial attention to the application of its principles to public school work. It prepares those who graduate from the Normal College to carry on successfully the plans in drawing and hand work as laid down by the supervisors of such subjects in the best school systems. The head of this department in the college supervises the work also in the training school, and students have opportunity not only to observe the art work in the different grades, but also to assist in its teaching.

Students without previous art education are assigned to the first year course. The lessons in this course develop the sense of fitness, proportion, balance, rhythm, memory, etc., through free arm movements at the board and on paper; the carving of simple forms; and the modeling of animal forms in clay. The broad direct handling of pencil and brush are taken up, and the making of simple objects in wood completes the course.

Those qualified for the second year must have training equivalent to that given in the first year. The work is similar to the first year, but is carried further. Constructive design is taken up and applied to everything made. Rugs, simple mats, leather work, simple wood work, book-binding, etc. are the problems.

During the third year special attention is given to design, repre-

sentation, and hand work in the grades. Art work as one of the modes of expression of the child is considered, and its applications to the various lines of work shown. Students observe and assist in art and craftsmanship work in the training school. The writings of authorities are the basis of study, and an opportunity to study the problem at the public school is a feature. Picture study, the lives of great painters, craftsmanship, etc., are studied, with the view of forming a working base for future study. 2 hours per week, throughout the normal course.

Mechanical Drawing.

Throughout the three years, mechanical drawing sufficient to enable a student to make working drawings is required, but an opportunity is given to take a special course covering two years, for five hours a week, which prepares one for college requirements.

Sketch Club.

Opportunity is given to students to join the Sketch Club, where one may specialize in any medium, and where talks on art and artists are given. The studio is open to members, and criticisms are given at regular intervals.

Department of Music.

MISS GRAETER, MRS. HARDESTY.

Private Instruction.

The department of music serves two purposes. For those who desire private instruction in piano, organ, or voice, regular conservatory courses are offered. These courses are adapted to the ability and advancement of the pupils, and include not only technique, but also a thorough study of musical theory and harmony.

Expenses.

The charges for tuition per term of ten weeks, two lessons each week, are as follows:

Solfeggio and Sight Reading Vocal classes, free to all students.	
Piano	\$20.00
Voice Culture	20.00
Harmony (in class)	10.00
Pipe Organ	20.00
Musical Theory (class)	10.00

One lesson per week, ten weeks—

Piano	10.00
Voice	10.00

Tuition payable in advance. No deductions for lessons missed except in cases of protracted illness.

Pianos for Practice.

Pupils taking private lessons in the musical department have use of the college pianos for practice, at a small charge, at hours assigned by the director.

Public School Music.

Music for the public school is a part of the required course for all normal students, and extends through the last two years of the course. The principles of musical expression and their application, including the right use of the voice and individual sight singing, form a part of the work. But rote songs, ear training, melody writing, study of intervals, chords, and the elements of harmony are considered especially in their relation to grade work. The course also includes a consideration of the problems that arise in the teaching of music, the choice and use of methods and material, covering the work of all grades, together with observation and actual teaching in the training school. 2 hours per week, throughout the second second and third years.

Penmanship.

Regular work in penmanship is required of all pupils in the first and second years who may be deficient in this subject. 3 hours per week, throughout the year.

General Information.

Location.

The Montana State Normal College is located at Dillon, nearly seventy miles south from Butte. It is on the Oregon Short Line Railroad, but connections are such that it can be reached on the day of starting from all railroad towns in most parts of Montana and eastern Idaho.

Buildings.

The main building of pressed brick, with stone foundation, and slate roof, was built and equipped in 1897 at a cost of \$50,000. The basement is occupied with the biological and psychological laboratories. On the main floor are the offices of administration and the classrooms of the training department and of the department of psychology. An assembly hall, art rooms, and the recitation room of the department of foreign languages, occupy the second story, and the third story is devoted to the manual training department and the school of music.

A new building, adjoining the former building on the south, has recently been erected and equipped at a cost of \$90,000. The basement contains the gymnasium and the lecture room and laboratories of the department of physics and chemistry. The first main floor has four class rooms assigned respectively to the departments of English, mathematics, history, and expression, and also a large study room and retiring rooms. The second floor is devoted to the library and the large auditorium with seating capacity, including galleries, of nearly six hundred.

All the buildings are heated with steam from a central boiler house, and electrically lighted.

Dormitories.

The State Normal College offers exceptional opportunities to students to secure comfortable home accommodations, at a minimum of expense. Two large and attractive dormitories, closely connected, provide comfortable, healthful, and cheerful lodgings for about one hundred twenty young women, who are under the immediate personal supervision of the matron. They are thus freed from the inconveniences and interruptions which are unavoidable in private rooming houses, and also have very much better lodgings than can be found outside of the college campus.

Table board of excellent quality is furnished at the dormitory to both young women and young men. As this is provided at actual cost, the expense is very much less than must be paid elsewhere for equivalent advantages. Convenient lodgings for young men are found in houses of private families near the college.

The Training School.

The public schools of Dillon constitute the training school of the State Normal College. The school is maintained jointly by the College and the local school board. The College supplies a superintendent and five supervisors, and assists in the support of twelve critic teachers, one for each room in the school. The training school

is an actual public school, composed of four hundred pupils, under the usual conditions and with the usual problems to be found in public schools, so that the experience gained here is of direct and all-around value in the preparation of the student for future work.

The course of study is the same as that prescribed for the state of Montana, with such enrichment as is possible under favorable environment with liberal equipment and with a strong staff of teachers and supervisors. Enrichment occurs along such lines as primitive history, games, rhythmic work, music, drawing, manual training, sewing, supplementary reading, history, and geography.

The school is so organized as to carry on the training of the Normal College students in observation and actual teaching without detriment to the best interests of the pupils. Liberal financial support secures a corps of critics and supervisors who are selected from a wide range of the most thoroughly prepared and experienced teachers. Critic teachers, supervisors, and superintendent devote a great deal of their time to making the school a model in character and efficiency. Student teachers begin their teaching only after thorough preliminary training and specific preparation for the work to be done. The youthful energy and enthusiasm of the student teachers, together with their knowledge that they must "make good," acts as a tonic on the school and contributes largely to their success notwithstanding their inexperience. The thorough organization of the school and the safeguards provided prevent parents from feeling that their children are being practiced on.

The advantages to the community of the connection of the public school system with the Normal College are so obvious both financially and professionally as to make the arrangement very satisfactory to the patrons of the school. Nothing revolutionary is attempted in the work of the school. It will probably contribute nothing novel or startling to the science of education. The aim of the training school is not to be different from the public schools, but to be like the best of them. A consistent and firm adherence to this ideal, it is confidently believed, will at the same time best conserve the interests of the children in the school and furnish to the graduates of the Normal College the most adequate preparation for their work.

Library.

The library contains more than seven thousand volumes, besides a considerable number of pamphlets, and additions are constantly being made. The books have been carefully selected with a view to the special needs of the school. The aim is not to obtain a single copy of as many different books as possible, but to

ascertain what books are of most practical use to the work of the school, and have a sufficient number of copies so that constant use of the books in connection with class work may be practicable.

Students have free access throughout the day to the library shelves, and a commodious reading room, in connection with the library, is always accessible for reading and study. Certain books may be withdrawn for home use.

The library is completely catalogued, both alphabetically⁷⁸ by authors and by general subjects, in accordance with the Cutter Expansive Classification. The librarian and teachers also give special help to the pupils in the use of the library.

The reading room is supplied with a good selection of periodicals of a pedagogical character, as well most of the magazines and reviews of the better class, and several Montana daily and weekly newspapers.

Use of the library is free to all students, but to guarantee proper care each student deposits one dollar, which is returned at the end of the year, less any fines or damages which may have accrued.

The library subscribes regularly for the following periodicals:

American Historical Review.	Manual Training Magazine
American Journal of Physiology	Masters in Arts
American Journal of Psychology	Monist
American Journal of Sociology	Nation
American Magazine	National Geographic Magazine
American Political Science Review	New York Teachers' Monographs
American School Board Journal	North American Review
Atlantic Monthly	Outlook
Bookman	Pedagogical Seminary
Book Review Digest	Political Science Quarterly
Century Magazine	Popular Science Monthly
Chautauquan	Psychological Review
Classical Journal	Public
Commoner	Reader's Guide to Periodical Literature
Cosmopolitan	Religious Education
Cumulative Book Index	Review of Reviews
Current Literature	Saturday Evening Post
Education	School Arts Book
Educational Review	School Journal
Elementary School Teacher	School Review
Forum	School Science and Mathematics
Harper's Monthly	Scribner's Magazine
History Teacher's Magazine	Success
Independent	Survey
Inter-Mountain Educator	Teacher's College Record
Journal of American History	Twentieth Century Magazine
Journal of Education	Ueber Land und Meer
Journal of Educational Psychology	Western Journal Education
Journal of Geology	Western Teacher
Journal of Pedagogy	World's Work

Kindergarten Magazine

Literary Digest

McClure's Magazine

The following are supplied gratuitously by their publishers, to whom grateful acknowledgements are hereby tendered:

Advocate of Peace, Boston

Beaver Valley Gazette, Wibaux

Belgrade Journal

Belt Valley Times

Billings Times

Bozeman Chronicle

Bulletin of the Bureau of Labor,

Washington, D. C.

Carbon County News, Belfry

Chouteau Acantha

Columbus News

Dawson County Review, Glendive

Dillon Examiner

Dillon Tribune

Enterprise, Malta

Forsyth Times-Journal

Glasgow Democrat

Havre Plaindealer

Inland Empire, Moore

Independent, Miles City

Lewistown Daily News

Madisonian, Virginia City

Meagher Republican, White Sulphur Springs

Montana Daily Record, Helena

World To-Day

Yale Review

Youth's Companion

Montana Homestead, Hinsdale

Montana Lookout, Helena

Montana News, Helena

Montana Staats Zeitung, Helena

Montana Sunlight, Whitehall

Northwestern Stockman and Farmer, Helena

Northwest Tribune, Stevensville

Philipsburg Mail

River Press, Fort Benton

Rocky Mountain Leader, Boulder

Sanders County Ledger, Thompson

Sanders County Signal, Plains

Searchlight, Culbertson

Silver State, Deer Lodge

Times, Virginia City

Townsend Star

Valley County News, Glasgow

Troy Herald

Western News, Hamilton

Western News, Libby

Whitefish Pilot

Wibaux Pioneer

Yellowstone Monitor, Glendive

Laboratories and Apparatus.

The apparatus of the manual training department is adequate for all courses outlined. A recent addition comprises a full equipment of Orr & Lockett manual training benches with Toles rapid acting vices and full outfits of tools for wood working. Besides these there is a complete sloyd outfit, and for work in drawing an abundant supply of drawing boards and implements, and a large assortment of casts and models.

There are four scientific laboratories for work in (1) physics and astronomy, (2) chemistry, (3) biology, (4) experimental psychology. All the laboratories are supplied with running water, and a Matthews gas machine furnishes all the laboratories with convenient fuel, and obviates the use of alcohol for this purpose. Dark rooms for developing photographic negatives are accessible to the laboratories.

(1) The physical laboratory is well equipped with heavy maple tables with 4-inch tops, is well lighted and supplied with water and an alternating electric current for furnishing motor power. The equipment includes work benches, carpenters' and tinnners' tools, and apparatus for demonstration and investigation. The apparatus num-

bers about 300 separate pieces; some of the most important are, in mechanics, levers, wheel and axles, inclined planes, pulleys, balances, weights and inertia apparatus; in hydro-dynamics and gravitation, pump, Brahma press. Mason's apparatus, Joule's apparatus, waterwheels, hydrometers, both Twaddle and Nicholson, pendulums. Atwood's machines. Jolly's improved specific gravity balance; in optics, lens, prisms, mirrors, plane, concave and convex, polariscope, spectroscope, photometer and solar lanterns; in pneumatics, air pumps, barometer, baroscope, bell jars; in sound, tuning forks, acoustic tubes. sonometer, and siren; in heat, expansion apparatus, Gravesend ring and ball, conductometers, compound jars, thermometers; in magnetism and electricity, galvanic batteries, galvanometers, both tangent and astatic, a D'Arsonval dead-beat galvanometer, vacuum tubes, condensers, induction coils, dynamo, motors and telegraphic apparatus. During the past year an astronomical reflecting telescope has been added, with a three-inch object glass, celestial and terrestrial eye-pieces having magnifying power of 120 and 125 diameters.

(2) The chemical laboratory is arranged with the purpose of securing individual work and good ventilation of the room so that none of the gases generated will remain in the room, "to be distributed through the building. The equipment includes all apparatus necessary for work in descriptive and qualitative analysis. The work-cabinets are supplied with water, pneumatic troughs, glassware, reagent bottles and supplies. A large Berzilius gasometer and a still are added for procuring large quantities of gas and distilling water.

(3) The biological laboratory is fully equipped with dissecting and compound microscope, microtomes, imbedding apparatus, dissecting apparatus, stains and reagents for preparation of materials, an articulated human skeleton, a full set of Bock-Steger anatomical models, two human brains, collection of marine forms of animal life, botanical collection, and a large number of lantern slides. In addition to these, this laboratory has a fine college bench stereopticon, using electric arc light, and fitted with Bausch & Lomb microscopic attachments for projection. Biological students also have access to the apparatus of the psychological laboratory.

(4) The psychological laboratory has recently been remodeled and numerous additions have been made to its equipment. Funds are also available for the further purchase of apparatus and illustrative material. The aim is first to provide for general psychology an adequate working equipment made up largely of the simpler pieces of standard apparatus, and secondly to procure more elaborate apparatus designed especially for psycho-pedagogical investigations. Following is a partial list of apparatus already on hand:

(a) In optics:: Bradley color-wheels, electric motor, color mixers, Hering's discs, campimeter, ophthalmoscope, Snellen's test cards, Hering's fall apparatus, set of Muensterberg's pseudoptics, models of the eye, including (besides the usual anatomical models) Knapp's ophthalmotrope and Porter's artificial eye.

(b) In acoustics: complete series of tuning forks (mounted,) fall phonometer, set of Quincke's tubes, models of the ear, including Helmholtz's large model of the middle ear, Galton's piston whistle.

(c) In haptics and the lower senses: aesthesiometers, temperature and pressure points, algometers, olfactometers, diagrams of the dermal sense organs.

(d) For study of affective qualities; two kymographs of different types, Marey's tambours, Porter's sphygmograph tambour, signal magnets and electric time markers, Jastrow's automatograph, Porter's sphygmograph tubes, Francke's plethysmograph, dynamometers.

(e) For study of association, memory and action: set of Sanford's vernier chronoscope, Jastrow's memory apparatus, falltachistoscope.

(f) A complete set of brain models.

Publications.

The Normal College Bulletin is published four times a year, three numbers being devoted each to some practical matter of value to teachers in connection with their regular school work, and the other constitutes the catalogue of the Montana State Normal College. Persons in the state who are interested may receive these publications regularly, without charge, on application to the president.

The Monnal is published monthly through the school year by a board of editors chosen by the students from among their own numbers. It gives practice in editorial work, and represents the various student activities.

The Chinook is an annual published by the senior class, depicting some of the lighter phases of college life.

Oratory.

The State Normal College is a member of the Montana Oratorical Association, and the successful competitor in a local contest represents the college in the annual state oratorical contest of the association.

Athletics.

The Normal College aims to make athletic enterprises an aid to intellectual pursuits rather than a substitute therefor. Consequently students are not encouraged to engage in competitive contests which

take them to a distance from the college, and seriously interrupt their work. All such activities are promoted, however, as provide recreation and tend to normal healthy development. An athletic field on the campus gives ample opportunity for out-door sports, and the gymnasium, supplied with a variety of physical apparatus and baths, is under the direction of a practical instructor.

An athletic association has been formed for the purpose of encouraging systematic work in various branches of athletics, especially in out-door sports.

Special attention is given to basket ball and tennis. Before entering a basket ball team a student must pass a physical examination by a physician. Membership is voluntary, but those who enter are held to regular practice as a part of their required work.

A tournament of class games closes the basket ball season. The tennis club also ends its season with a tournament in the spring. The annual field day and play festival is participated in by the whole student body, including the training school.

Lecture Course.

In order to enable the students to get the benefit of some entertainments of a high character, the College has for several years secured the services of some noted lecturers and dramatists to give a course of entertainments distributed at intervals through the season. The large attendance has made it possible for each student to attend the course at very small expense. During the year 1910-'11 the following entertainments from abroad have been given:

Concerts by the Central Grand Concert Company, the Dunbar Concert Company, Alton Packard, the cartoonist, the Raweis (New Zealanders), Lee Francis Lybarger, Ex-Gov. Jos. W. Folk, Hon. Henry George, Jr., Mr. Chas. W. Hetherington, and Mrs. Foss Lamprell-Whitney.

Concerts given from time to time by the Musical Department, and recitals by the Department of Expression are also accessible to all the students of the College.

Expenses.

The enrollment fee is five dollars each semester or part of a semester for which a student enters. Students coming from a distance may deduct from this the amount necessarily paid for railroad fare to reach Dillon. No fee, therefore, is required from those whose railroad fare is five dollars or more. Students in manual training pay for the material used. Students in chemistry pay a fee of two dollars for chemical supplies used each term. Students are also required to pay for their breakage of laboratory apparatus.

A fee of one dollar is charged for the advanced course in physics. One-half of this deposit is refunded at the conclusion of the course if no apparatus has been damaged. A library deposit of one dollar is required from all students. The deposit is returned at the end of the year if all fines have been paid.

The diploma fee is two dollars.

Class instruction in vocal music is free to all students, but those who take private music lessons pay fees as shown under the head "Musical Department."

Board and Lodgings.

The dormitories provide most comfortable and convenient accommodations. The buildings are heated throughout with steam and electrically lighted. Most of the rooms are arranged for two young women. The charge for board and lodging is twenty dollars per month for each student, and there is no extra charge for heating or lighting. The rooms are thoroughly furnished in every respect except the linen, (i. e., sheets, pillowslips, and towels). These, as well as table napkins for their own use, the students supply for themselves. Bath room arrangements are ample and convenient for all.

As board is furnished at actual cost, no deduction will be allowed for absence unless the absence is continuous for at least a week. In any event only four-fifths of the amount will be deducted if a room has been retained.

Young men, by rooming in private houses and boarding at the dormitory, may keep their expenses within the same limits as the young women.

Young women sometimes rent rooms in private houses and board themselves. No expense is saved in this way, however, and all accommodations are inferior to those in the dormitory.

Text-Books.

Arrangements are made whereby students may obtain text-books at publishers' prices. Such books as students do not care to keep permanently, can often be bought second hand at a small cost. Other needed supplies can be purchased conveniently in town. A good fountain pen is an important part of every student's equipment.

Care of Students.

While most of the students attending the Normal College are sufficiently mature to be responsible for their own conduct, all who enroll themselves as students are expected to conform to the requirements of the college in respect to their personal and social conduct as fully as in other matters.

Only such restrictions are made as experience has proved to be

essential to the well-being of the institution, and anyone who should not be ready to conform to such requirements, could not expect to be recommended as a teacher. While abundant opportunity is afforded for recreation and social enjoyment, these things are always to be held subservient to the school work, and in all these matters the judgment of those who are in charge, rather than the judgment of pupils, is decisive.

Mail is delivered promptly at the dormitory. Students, should order their mail addressed to the Normal Hall. The dormitory is equipped with local and long distance telephone, and parents even in distant parts of the state, can usually communicate instantly with their daughters in cases of emergency.

Vacations and Holidays.

The only vacations and holidays are those shown on Page 2. Students and parents should read this carefully and make their arrangements accordingly, as pupils will not be excused to start for home earlier than the time specified in the calendar. Only those living within a few hours' ride of Dillon should plan to go home at the short recesses at Thanksgiving and Easter.

Recommendation of Teachers.

The chief purpose of the Normal College is to provide trained teachers for the public schools. Therefore the Normal College is glad to recommend its graduates to school boards who are considering appointments. If members of such boards will write to the Normal College, great care will be taken to recommend only such persons as are thoroughly qualified. To graduate from the Normal College implies not only academic preparation but so much practice teaching that a pupil's ability is thoroughly tested. Those who do not manifest a natural aptitude for teaching are not encouraged to graduate. Consequently when a graduate of the Normal College applies for a position with the unqualified recommendation of the faculty, school boards may feel assured that the applicant is abundantly qualified.

School boards may sometimes receive the impression that applicants are graduates of the Normal College when as a matter of fact, they have taken only a very little study there. It is earnestly requested, therefore, that when applications are received from such persons, the school board communicate directly with the president of the Normal College. A frank statement will then be made of just what work the applicant has done, and to what extent the faculty could recommend an appointment.

The college has found it inadvisable for members of the faculty to give general recommendations—that is recommendations which may be used in applying for any and all positions. But, on request, let-

ters will be sent directly to superintendents or boards with whom applications have been filed, giving a careful statement of the applicant's fitness for that particular position.

Opportunities for Self-Help.

To enable students of limited means to continue their studies, arrangements are made whereby a few pupils can earn their board at the dormitories. As the number applying for such opportunities is always much greater than the number of places, preference is given to those who have no relatives able to pay their expenses. No one is employed who does not enter a regular course with a view of graduation, and those who are appointed are expected to pledge themselves to continue throughout the year. Students who are earning their board should not expect to carry as many studies as those who have all their time and energy for the school work.

Reserving Accommodations.

Pupils expecting to lodge at the dormitories should write and engage rooms as early as possible, as all rooms are likely to be taken before the term begins. If persons who have engaged rooms find that they will not be able to come, they should send notice immediately, so that the rooms may be let to others.

Pupils entering at any time during the year may have accommodations at the dormitories if there happen to be vacant rooms. But rooms will not be held for pupils who expect to enter after the opening of the term, except upon payment in advance at the rate of \$ 1.00 per week for the time from the opening of the term to the date of arrival. Rooms will be assigned only to students who expect to retain them to the close of the year, unless obliged to leave school by reason of illness or other unavoidable emergency.

Continuous Sessions.

Beginning with September 1911 the Montana State Normal College will be open the year around. There will be four quarters, known as the autumn quarter, the winter quarter, the spring quarter, and the summer quarter, each of twelve weeks. The work of the summer quarter will be of the same high character as in other parts of the year, and by reason of its length it will be possible to accomplish as much work as in other quarters. Besides this there will be in the summer quarter many special features which will specially appeal to teachers who are engaged in their own school work the rest of the year.

This arrangement will enable teachers who are not normal graduates to complete courses without giving up their schools.

For catalogues or further information in regard to the College, address President of the Normal College, Dillon, Montana.

List of Graduates.

NAME.	YEAR	COURSE.	RESIDENCE
*Allen, Birdie T.	1907	T	Seattle, Wash.
*Almquist, Ida C.	1903	F	Butte
Alspaugh, Jessica	1910	T	Livingston
*Anderson, Mayme F. (Kerrigan)	1906	T	Havre
Armstrong, Flora E. (Craver)	1903	T	Redrock
*Atkins, Lulu E.	1906	T	Butte
*Auerbach, Ida	1906	B. Pd.	Helena
Auerbach, Louise	1906	T	Ithaca, N. Y.
*Baldwin, Maud	1907	S	Norris
*Barbour, Mabel	1907	B. Pd.	Forsyth
*Barclay, Alice M.	1903	T	Butte
Barry, Lillian M. (Adams)	1908	T	Dillon
*Bennett, M. Louise	1901	T	(Died Sept. 2, 1903)
Bennett, Mary L.	1908	T	Argenta
Beuschlein, Gail A.	1909	T	Seattle, Wash.
Beuschlein, Minnie H.	1906	T	Seattle, Wash.
Bondeson, Selma	1910	T	Eureka
Bonner, Olive L. (Sharkey)	1902	T	Sugar Hill, Pa.
*Bovee, Cora I.	1905	T	East Helena
*Bovee, Estelle E., Ph. B.	1903	F	Helena
Bowen, Clara F.	1909	T	Philipsburg
*Bower, Eva M.	1908	T	Pony
Brainard, Etta	1910	T	Rosebud
*Bramble, Kittie A.	1909	B. Pd.	Philipsburg
*Breslin, Sarah	1904	F	Butte
*Brewer, Belva	1905	T	Townsend
*Bro, Hannah M.	1909	T	Neihart
*Broderick, Anna R. (Morris)	1904	T	Havre
Bronson, Maud E.	1908	T	Whitefish
*Burke, Catherine A.	1907	T	Butte
*Burke, Margaret G.	1907	T	Bozeman
*Burton, E. Lavinia	1906	T	Billings
Busch, Mary M.	1909	T	Bozeman
*Butter, M. Jean	1907	B. Pd.	Evanston, Wyo.
*Carlson, Eliza M. (Selway)	1904	T	Sunfield, Idaho
Carroll, Joseph	1910	B. Pd.	Eureka
*Carter, Mary M.	1905	T	Ismay
*Chase, Frances L.	1905	T	Seattle, Wash.
Clapp, Thomas A.	1909	S	Renova
*Clark, Nellie B.	1907	T	Plains
*Clothier, Francis A.	1904	T	Whitehall
*Collier, Bessie V.	1908	T	Butte
*Conger, Marion E. (Weldon)	1901	T	Thompson
*Conkling, Ella M. (North)	1905	T	Livingston
*Connell, Helen L.	1902	F	Helena
Conway, Alice	1910	T	Dillon
*Conway, Ora B.	1907	B. Pd.	Helena

*Holders of Montana Life Diplomas.

†T, Three Years Course; F, Four Years Latin Course; S, Four Years Scientific Course; P, Professional Course; E, English Scientific Course; B. Pd., Bachelor of Pedagogy.

NAME.	YEAR	COURSE.	RESIDENCE.
*Cozad, Lulu V.	1902	T	Helena
*Cutting, Helen	1907	T	Butte
*Dalton, Ernella K.	1903	T	Butte
*Davee, Henry A., B. L.	1902	T	Lewistown
*Davidson, Grace M.	1907	T	Missoula
*Davies, Elizabeth B.	1909	T	Sandcoulee
Davis, Flora L.	1901	T	(Died Feb. 13, 1906)
*Davis, Martha A. (Scott)	1905	T	Portland, Oregon
*Davison, Ivy L.	1905	T	Red Lodge
*Devine, Anna I.	1908	T	Fort Benton
*Dierkes, Alice D. (Fogarty)	1905	T	Chinook
Dobyns, Stella V. (Edwards)	1903	T	Sheridan
Dolson, L. Delle	1907	T	Utica
*Driscoll, Eleanor E.	1903	T	Butte
Duncan, Hazel V.	1910	T	Garnet
*Durnford, H. Mignonia	1907	T	Missoula
*Earnest, Alma J.	1907	T	Miles City
Eaton, Pearl M.	1910	T	Troy
*Elliott, Katherine (Anderson)	1905	T	Lewistown
*Fitzpatrick, Anna E.	1907	T	Butte
*Flotow, Helen L.	1906	T	Seattle, Wash.
*Foster, Lelia E. (Kirby)	1901	T	Rochester
*Fowler, Bessie	1908	T	Bozeman
French, Anna E.	1909	T	San Diego, Calif.
*French, Mayme F.	1904	T	Dillon
*Fridley, Edna M.	1907	T	Bozeman
*Fritz, Emma L.	1907	T	Miles City
*Gibson, Effie W. (Wright)	1904	T	Belgrade
*Gilchrist, Lida E.	1907	T	Anaconda
*Goodall, Sophie (Woodward)	1904	T	Helena
*Goodson, Florence A.	1906	T	Livingston
Gorman, Mary	1910	T	Dillon
Griffin, El Varo	1908	T	Winnemucca, Nevada.
*Griffin, Maud	1908	T	Roundup
*Griffith, Margaret	1905	T	Butte
*Guillot, Frances H. (Reinig)	1903	T	Sacramento, Calif.
*Hagarty, Elizabeth C.	1909	T	Butte
Hagen, Anna I.	1909	T	Victor
*Hamilton, Dora R.	1906	T	Anaconda
*Harrington, Mary G.	1907	T	Butte
Harrison, Beulah R.	1910	T	Victor
*Heeb, Barbara	1908	T	Three Forks
*Heisey, Gertrude M.	1908	T	Great Falls
Hicks, Myrtle M. (Coykendall)	1904	T	Anaconda
*Hill, Elsie B.	1903	T	Anaconda
*Holst, Laura C. (Maynard)	1908	T	Victor
*Hopp, Kate E.	1903	F	Murray, Utah
*Howard, Florence	1904	T	Missoula
Hudson, Grace R. (Squire)	1904	T	San Francisco, Cal.
*Hunter, Lelia K.	1909	T	Bozeman
*Hutton, Ethel L.	1907	T	Jeffers
Jackson, Euphemia (Campbell)	1905	B. Pd.	Utica
*Jackson, Minnie E. (Sinclair)	1903	T	Kalispell
*Jeffers, Altha M.	1907	T	Bozeman

NAME.	YEAR.	COURSE.	RESIDENCE.
*Jenkins, Laura B.	1907	T	Denver, Colorado
Johnson, A. Lucia	1909	T	Billings
Johnson, Emma D.	1910	T	Race Track
*Johnson, Grace H.	1909	T	Anaconda
*Johnson, Olga V.	1907	T	Deer Lodge
*Kelley, Laura T.	1903	T	Butte
*Kennedy, Edith E.	1909	B. Pd.	Townsend
*Kennedy, Hazel	1908	T	Havre
Kermode, Clara A.	1910	B. Pd.	Livingston
*Ketchum, Edna W.	1909	B. Pd.	Marysville
*Killoy, Sarah E.	1903	T	Butte
Kilner, Alice M.	1909	T	Norris
*Kleinschmidt, Alice (Goodson)	1904	T	Bozeman
*Koons, Emily E. (Slocum)	1907	T	Ogden, Utah.
Kunzleman, Edith P. (Noyes)	1908	T	Port Orchard, Wash.
*Laird, Helen	1908	T	Butte
*Lambrecht, Lillian	1905	T	Butte
*LaReau, Eva M., B. L.	1903	F	
	1905	B. Pd.	Helena
*Larned, Blanche M.	1904	T	Ogden, Utah
*Larson, Annie K.	1909	B. Pd.	Pony
*Lavigne, Edythe E.	1905	T	Billings
*Lawrence, Eva L. M.	1909	T	Fishtrap
*Lawrence, Ruth M.	1907	T	Spokane, Wash.
*Lear, Kathrin M. (Haines)	1905	T	Corvallis
*Lenning, J. William	1901	F	Fort Benton
*Lewis, Mary C.	1900	E	Bozeman
*Lindfors, Verena O.	1906	S	Missoula
*Litherland, Lillian (West)	1903	F	Buckley, Wash.
*Loftus, Delia M.	1905	T	Billings
*McCormick, Cora	1898	P	Billings
MacKillican, Myrtle A.	1910	T	Norris
McLeod, Mabel C. (Gordon)	1898	P	Bozeman
*McMahon, Mary V.	1906	T	Butte
McManus, Mary H.	1909	T	Anaconda
McMenemy, Agnes C.	1909	T	Butte
*McNamara, Mamie E.	1907	T	Lincoln
Manwaring, Elizabeth S. (Hogeland)	1909	T	Kendall
*Marcille, Clara G.	1908	T	Anaconda
Marron, Rose A. (McManus)	1905	T	Anconada
Marsh, Grant M.	1901	T	Prescott, Arizona
*Maw, Minnie (Streit)	1906	B. Pd.	Cascade
*Maxeiner, Edith (Cashmore)	1900	E	Bozeman
*Mayger, Helen de L.	1908	B. Pd.	Helena
*Maynard, Edith L.	1908	T	Polson
*Meyersick, Ada L.	1903	T	Butte
Miller, Esther (Willard)	1908	T	Divide
Montgomery, Jessie M.	1910	T	Chinook
*More, Emma F.	1909	T	Bozeman
*Mosher, Maud	1898	P	Helena
*Myers, C. Bernice	1904	T	Livingston
*Myers, Harriet C.	1904	T	Butte
*Nelson, Buena	1907	T	Bozeman
Noble, Jennie M.	1910	T	Johnson

NAME.	YEAR.	COURSE.	RESIDENCE.
*Noeth, Marguerite M.	1909	T	Hinsdale
Nutterville, Lucie C.	1910	T	Butte
*Oliver, Ethel A.	1907	T	Red Lodge
*Olmsted, Alice (Chambers)	1900	E	Dillon
*Owsley, Cora C.	1905	T	Helena
Palmer, Lavina M. (Slocum)	1907	T	Kansas City, Mo
*Pattee, Mary T. (Kiefer)	1906	T	Bozeman
*Patterson, Lena B. (Newell)	1903	T	Lewistown
*Paxton, Catherine	1900	E	
	1904	B. Pd.	Dillon
*Pierce, Jette F.	1899	E	Climax, Mich.
*Poindexter, Edith M.	1907	T	Tacoma, Wash.
*Poindexter, Eleanor L.	1908	T	Kalispell
✓ Powers, Esther S.	1909	T	Great Falls
*Powers, Mae E.	1903	F	Deer Lodge
*Preston, Mattie	1907	T	Thompson
*Rathbone, Gertude M. (Chambers)	1905	T	Dillon
*Raymond, Carrie B.	1905	T	Sheridan
✓ Raymond, Delilah E.	1904	T	Helena
*Reinhart, Edna M. (Owsley)	1905	T	Missoula
✓ Reynolds, Etta	1910	T	Troy
*Rich, Estella Mae	1900	E	Seattle, Wash.
*Richey, Effie A.	1906	T	Butte
*Roberts, Ina E. (Streete)	1904	F	Butte
*Ross, Margaret J.	1905	S	Dillon
Rossiter, M. Agnes	1910	T	Butte
*Rounds, L. Pearl (Atwater)	1906	T	Pullman, Wash.
Ruediger, Hazel M. (Pietsch)	1904	F	Washington, D. C.
*Russell, Alice E.	1909	B. Pd.	Dillon
*Schmidt, Eleanor M.	1909	T	Helena
*Schroeder, Berna C.	1910	T	Hinsdale
*Schroeder, Edna A.	1907	B. Pd.	Eureka, Utah
*Schroeder, Helen M.	1904	T	Chouteau
*Scott, Lucinda E. (Buck)	1904	T	Helena
*Selway, Mabel E.	1908	T	Lima
*Senior, Myrtle I.	1908	T	Livingston
*Sharp, Mabel M.	1906	T	Anaconda
*Showers, E. Sophia	1907	T	Anaconda
*Simmons, A. Laura	1904	F	Belgrade
*Simpson, Ruby E.	1906	T	Red Lodge
Slocum, Mettie V.	1910	T	Missoula
*Smith, Theo E.	1909	B. Pd.	Helena
*Snook, Elizabeth	1906	T	Forsyth
Southmayd, Minnie L. (Hawker)	1906	B. Pd.	Sandpoint, Idaho
*Squire Edna	1900	T	(Died Sept. 23, 1908)
*Sterling, Bessie J. (Farrell)	1899	P	Ronan
*Stocker, Eva E.	1908	T	Columbia Falls
*Stonecliffe, Ida E.	1908	T	Helena
Storey, Bessie M.	1909	B. Pd.	Cameron
Sullivan, Katherine	1909	T	Butte
*Sutherland, Esther H.	1905	T	Seattle, Wash.
*Tattersall, Pluma K.	1903	T	Seattle, Wash.
*Taylor, Nellie M.	1909	B. Pd.	Silver Star
*Templeton, Charlotte C.	1903	T	Helena

MANE.	YEAR	COURSE.	RESIDENCE.
*Templeton, M. Echo	1905	T	Anaconda
Templeton, Minnie M.	1910	T	Anaconda
*Templeton, Myrtle M.	1908	T	Anaconda
*Thomas, Annie L.	1903	T	Anaconda
Thompson, Gertrude M.	1910	T	Anaconda
*Thompson, Mamie R. (McIntosh)	1904	T	Anaconda
*Thornton, Marcia E.	1906	B. Pd.	Columbia Falls
*Tooley, Harriet E. (Waldorf)	1900	E	Twodot
*Torreyson, Fannie S.	1908	T	Red Lodge
*Tower, Mayme E. (O'Brien)	1903	T	Sheridan
Tyree, Bessie M.	1904	T	Eureka, Utah
Valentine, Olive Adelle	1905	T	Tacoma, Wash.
*Van Doren, Montana M. (Myers)	1904	T	Livingston
Van Etten, Maidie (Rife)	1901	T	Butte
*Vogel, Jacob W.	1909	B. Pd.	Lewistown
*Wade, Nellie F.	1906	T	Somers
*Walker, Lucy M. (Ford)	1901	T	Dillon
*Wall, Nevada M.	1909	T	Dell
Ward, Ruth B.	1908	T	Laurel
*Watkins, Maude A. (Stone)	1907	T	Portland, Ore.
Wells, Samuel Pitts	1907	T	Gardiner
Weenink, Mildred L.	1910	T	Brooklyn, N. Y.
*Wesch, Rosamond A.	1908	B. Pd.	Billings
Williams, Olga A. (Landt)	1908	T	Seattle, Wash.
*Williams, Phebe (Comfort)	1899	P	Virginia City
*Willis, L. Fern (Clark)	1908	T	Glasgow
Wilson, Elva A.	1910	B. Pd.	Bozeman
*Wilson, Louisa M.	1907	T	Livingston
*Wilson, Mary Lee	1904	T	Miles City
Winters, Gladys	1910	B. Pd.	Polaris
Wolverton, Valeria (Van Osdol)	1903	F	Boulder
*Wood, Anna A. (Sicora)	1906	B. Pd.	Red Lodge
*Woodward, Mary	1904	T	Butte
*Wright, Myrtle L.	1905	B. Pd.	Lewistown
*Wyatt, Wm. R.	1907	T	Boulder

The addresses given are the latest reported. All alumni and other friends of the college are urged to send in corrections and aid in keeping the list up to date.

Register of Students.

FOUR YEARS COURSE.

Fourth Year.

Cameron, Gertrude B.....	Bozeman, Gallatin Co.
Conway, Alice.....	Dillon, Beaverhead Co.
Maxwell, Lora A.....	Bozeman, Gallatin Co.
Oneal, Orpha M.....	Jackson, Beaverhead Co.
Paul, Hortense M.....	Dillon, Beaverhead Co.
Poindexter, Jessie C.....	Dillon, Beaverhead Co.

Third Year.

Albertson, Genevieve.....	Hailey, Idaho
Baker, Idanha.....	Dillon, Beaverhead Co.
Brackett, Constance E.....	Ismay, Custer Co.
Brackett, Edith M.....	Ismay, Custer Co.
Ellinghouse, Harriet S.....	Sheridan, Madison Co.
Lamont, Marie A.....	Dillon, Beaverhead Co.
Oliver, Grace E.....	Butte, Silver Bow Co.
Renwick, Priscilla.....	Miles City, Custer Co.
Sprinkle, May L.....	Dillon, Beaverhead Co.
Sutherland, L. Elizabeth.....	Dillon, Beaverhead Co.

Second Year.

Graham, Alice A.....	Philipsburg, Granite Co.
Maurer, Loche M.....	Dillon, Beaverhead Co.
Price, May M.....	Dillon, Beaverhead Co.
Price, Richard R.....	Dillon, Beaverhead Co.

First Year.

Griffin, Ruth.....	Roundup, Musselshell Co.
Hardesty, Faustus P.....	Buffalo, N. Y.
Hart, Dora M.....	Elso, Musselshell Co.

THREE YEARS COURSE.

Third Year.

Berg, Ida C.....	Lennepe, Meagher Co.
Falligan, Ella A.....	Missoula, Missoula Co.
Goodrich, Clara D.....	Missoula, Missoula Co.
Griffin, Catherine C.....	Kendall, Fergus Co.
Harrington, Margaret C.....	Butte, Silver Bow Co.
Hayes, Mamie G.....	Silverbow, Silver Bow Co.
Hurd, Ada L.....	Elliston, Powell Co.
Innes, Mary L.....	Dillon, Beaverhead Co.
Jones, Edna M.....	Lolo, Missoula Co.
Kelly, Mary L.....	Anaconda, Deer Lodge Co.
Lynch, Annwillis.....	Marysville, Lewis and Clark Co.
Lyden, Catherine A.....	Butte, Silver Bow Co.

McFadden, Jose R.....	Laurin, Madison Co.
Mahony, Marguerite E.....	Canton, Broadwater Co.
Marvin, Clara A.....	Lewistown, Fergus Co.
May, Neta Knap.....	Stevensville, Ravalli Co.
Meek, Beulah S.....	Anaconda, Deer Lodge Co.
Nuttsville, Edith F.....	Butte, Silver Bow Co.
Olson, Florence J.....	Columbia Falls, Flathead Co.
Olson, Olga V.....	East Helena, Lewis and Clark Co.
Pendergast, Helen M.....	Jackson, Beaverhead Co.
Reardon, Gertrude A.....	Anaconda, Deer Lodge Co.
Smith, Mabel A.....	Helena, Lewis and Clark Co.
Stebbins, Frances C.....	Anaconda, Deer Lodge Co.
Walters, Grace M.....	Beach, N. D.
Ward, M. Pearl.....	Dillon, Beaverhead Co.

Second Year.

Andrus, Alberta.....	Dillon, Beaverhead Co.
Arthur, Maud A.....	Belt, Cascade Co.
Browning, Edith M.....	Miles City, Custer Co.
Devine, Marie S.....	Baldbutte, Lewis and Clark Co.
Dunlevy, Bessie L.....	Billings, Yellowstone Co.
Erwin, Josephine M.....	Dillon, Beaverhead Co.
Franks, Ethel M.....	Bozeman, Gallatin Co.
Gasaway, O. Fay.....	Forsyth, Rosebud Co.
Graham, Selena A.....	Anaconda, Deer Lodge Co.
Hedges, Lillian M.....	Columbus, Yellowstone Co.
Hoover, Annie M.....	Gold Creek, Powell Co.
Jones, Grace R.....	Dillon, Beaverhead Co.
Jones, Luella I.....	Pageville, Madison Co.
Kolbenson, Margaret E. W.....	Fort Benton, Chouteau Co.
Longway, Mabel E.....	Great Falls, Cascade Co.
McManus, Anastasia M.....	Anaconda, Deer Lodge Co.
Miller, Iva H.....	Livingston, Park Co.
Oard, Bertha M.....	Ottawa, Ohio
Obleander, Helen M.....	Helena, Lewis and Clark Co.
Plummer, Eleanor B.....	Anaconda, Deer Lodge Co.
Rafferty, Anna E.....	Missoula, Missoula Co.
Remley, Edith.....	Dillon, Beaverhead Co.
Saurer, Elizabeth J.....	Philipsburg, Granite Co.
Sherry, Inez B.....	Busby, Rosebud Co.
Taylor, Hazel M.....	Sheridan, Madison Co.
Taylor, Lucy M.....	Sheridan, Madison Co.
Tintinger, Lena E.....	Cascade, Cascade Co.
Wall, Bessie B.....	Dell, Beaverhead Co.
Walsh, Florence.....	Helena, Lewis and Clark Co.

First Year.

Capps, Mae.....	Anaconda, Deer Lodge Co.
Church, Lola B.....	Livingston, Park Co.
Corrigan, Annie C.....	Gold Creek, Powell Co.
Clark, Kate P.....	Roundup, Musselshell Co.
DeAtley, May.....	Cardwell, Jefferson Co.
Faller, Joseph C.....	Thornville, Ohio
Gorman, Anna A.....	Anaconda, Deer Lodge Co.

Higgins, Eva C.	Dorsey, Meagher Co.
Jackson, Rhoda	Helena, Lewis and Clark Co.
Malee, Mabel	Silverbow, Silver Bow Co.
Meers, Katherine A.	Dillon, Beaverhead Co.
Mohr, Alvina E.	Philipsburg, Granite Co.
Morgan, Dora L.	Billings, Yellowstone Co.
Norris, Amelia F.	Helena, Lewis and Clark Co.
O'Brien, Leah R.	Sheridan, Madison Co.

Special.

Crowder, Bertha M.	Dillon, Beaverhead Co.
Gilbert, Minnie E.	Dillon, Beaverhead Co.
Tower, Burt Adams	Dillon, Beaverhead Co.
Tower, Clara M. S.	Dillon, Beaverhead Co.
White, Margaret W.	Dillon, Beaverhead Co.

Elementary Course.

Adams, Ethel P.	Dillon, Beaverhead Co.
Andrus, Fern M.	Dell, Beaverhead Co.
Bernier, Frances M.	Hogan, Lewis and Clark Co.
Blomquist, Florence	Belt, Cascade Co.
Commeau, Dolores M.	Anaconda, Deer Lodge Co.
Costley, Margaret M.	Augusta, Lewis and Clark Co.
Daniothy, Kathryn M.	Natal, Fergus Co.
Dissett, Bessie M.	Philipsburg, Granite Co.
Feeley, Grace M.	Red Lodge, Carbon Co.
Gautier, Virginia M.	Carmen, Idaho
Gorman, Mary,	Maiden, Fergus Co.
Gorman, Stella A.	Maiden, Fergus Co.
Helterline, Eda L.	Plains, Sanders Co.
Halstead, Jeanette M.	Otter, Custer Co.
Herin, Oreta O.	Kendall, Fergus Co.
Irvine, Bernice M.	Cardwell, Jefferson Co.
Jones, Lillian A.	Pageville, Madison Co.
Linder, Georgia	Sheridan, Madison Co.
Lindlief, Helen A.	Divide, Silver Bow Co.
McCarley, Frank	Lewistown, Fergus Co.
Manix, Rosetta	Augusta, Lewis and Clark Co.
Mayer, Pearl M.	Augusta, Lewis and Clark Co.
Marchesseau, May E.	Polaris, Beaverhead Co.
Minich, Alice I.	Forest Grove, Fergus Co.
Moore, Katherine L.	Lewistown, Fergus Co.
Neubert, Hugh L.	Hall, Granite Co.
Paulson, Lizzie M.	Belt, Cascade Co.
Pendergast, Jean M.	Jackson, Beaverhead Co.
Perry, Cecile F.	Dillon, Beaverhead Co.
Roberts, Anna J.	Truly, Cascade Co.
Shiell, Nettie G.	Garniell, Fergus Co.
Sweeney, Agnes M.	Kendall, Fergus Co.
Waldbillig, Susie G.	Drummond, Granite Co.
Warner, Anna A.	Philipsburg, Granite Co.
Wayne, Pearl M.	Butte, Silver Bow Co.
Williams, Charles D.	Dillon, Beaverhead Co.
Williams, Josephine A.	Dillon, Beaverhead Co.
Wyatt, M. Ethel	Billings, Yellowstone Co.

Music Students.

Piano.

Adams, Ethel P.....	Dillon	Nelson, Zelma.....	Dillon
Ambrose, Sam.....	Dillon	Neubert, Hugh L.....	Hall
Anderegg, Olga.....	Dillon	Oliver, Grace E.....	Butte
Andrus, Fern M.....	Dell	Paul, Frank.....	Dillon
Barrett, Constance.....	Grant	Paul, Lucille.....	Dillon
Beckstead, Alberta.....	Dillon	Phillips, Mary Hester.....	Dillon
Bernier, Frances M.....	Hogan	Poindexter, Helen.....	Dillon
Blomquist, Florence.....	Belt	Poindexter, Margaret.....	Dillon
Boone, Mrs. Robert.....	Dillon	Rathbone, Rhet.....	Dillon
Browning, Edith M.....	Miles City	Ripley, Rosa.....	Dillon
Chapman, Wilma.....	Dillon	Robb, Frieda.....	Dillon
Cobban, Mabel.....	Dillon	Scott, Opal.....	Dillon
Conger, Clare.....	Dillon	Selway, Mrs. Hawley.....	Dillon
Conway, Alice.....	Dillon	Sherry, Inez B.....	Busby
Ditty, Mrs. George.....	Dillon	Shiell, Nettie B.....	Garneill
Edie, Margaret.....	Dillon	Smith, Florence.....	Dillon
Elliott, Mildred.....	Dillon	Smith, Geraldine.....	Dillon
Erwin, Josephine.....	Dillon	Smith, Mae.....	Dillon
Griffin, Ruth.....	Roundup	Smith, Nina.....	Dillon
Guidici, Carrie.....	Dillon	Smith, Rachel.....	Dillon
Guidici, Olga.....	Dillon	Stamm, Anita.....	Dillon
Hart, Dora.....	Elso	Staudaher, Hallie.....	Dillon
Hedges, Lillian.....	Columbus	Stevenson, Marjorie.....	Dillon
Henneberry, Mae.....	Dillon	Stoller, Caroline.....	Dillon
Hirschman, Mrs. Sylvester.....	Dillon	Stoller, Ruth.....	Dillon
Jones, Vera.....	Dillon	Stratton, Hazel.....	Dillon
Knotts, Stella.....	Dillon	Taylor, Hazel.....	Sheridan
Kohl, Mabel E.....	Dillon	Thomas, Chloe.....	Dillon
Lamont, Marie A.....	Dillon	Waldbillig, Susie G.....	Drummond
Mannix, Rosetta.....	Augusta	Wall, Bessie B.....	Dell
Maurer, Hazel.....	Dillon	Warner, Anna A.....	Philipsburg
Maxwell, Lora A.....	Bozeman	White, Margaret.....	Dillon
Metlen, Elizabeth.....	Dillon	Wilson, Bernice.....	Dillon
Mohr, Alvina E.....	Philipsburg	Wyatt, Ruby.....	Dillon
Nelson, Ellen.....	Dillon	Yearian, Irene.....	Dillon

Voice.

Andrus, Fern M.....	Dell	Green, J. W.....	Dillon
Barrett, Constance.....	Grant	Halstead, Jeanette M.....	Otter
Bishop, Jean.....	Dillon	McFadden, Jose R.....	Laurin
Blomquist, Florence.....	Belt	Miller, Iva H.....	Livingston
Boone, Mrs. Robert.....	Dillon	Perry, Cecile.....	Dillon
Caldwell, Mabel.....	Dillon	Ross, Margaret.....	Dillon
Cox, Mrs. John.....	Dillon	Scott, Mrs. C. W.....	Dillon
Forster, W. J.....	Dillon	Wall, Bessie B.....	Dell



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